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ABSTRACT

Designed to help teachers, especially Title I teachers, improve reading programs, this handbook presents guidelines for (1) enhancing the diagnostic-prescriptive reading system approach to teaching and learning, (2) promoting the continuity of learning from level to level, (3) broadening the range of skills taught, and (4) developing interest in reading beyond the demands of everyday assignments. Specifically, the handbook offers ideas and techniques for incorporating reading skills instruction into any subject area, develops a rationale for a diagnostic-prescriptive comprehensive reading approach, and discusses techniques for diagnosing reading problems and developing the skills a learner needs to read effectively. Appendixes contain extensive scope and sequence formats for kindergarten through grade 12, a glossary of terms used in reading instruction, a composite word list for use with preprimer through grade 8 students, some generalizations about teaching reading, and a list of tests used in reading diagnosis. (FL)

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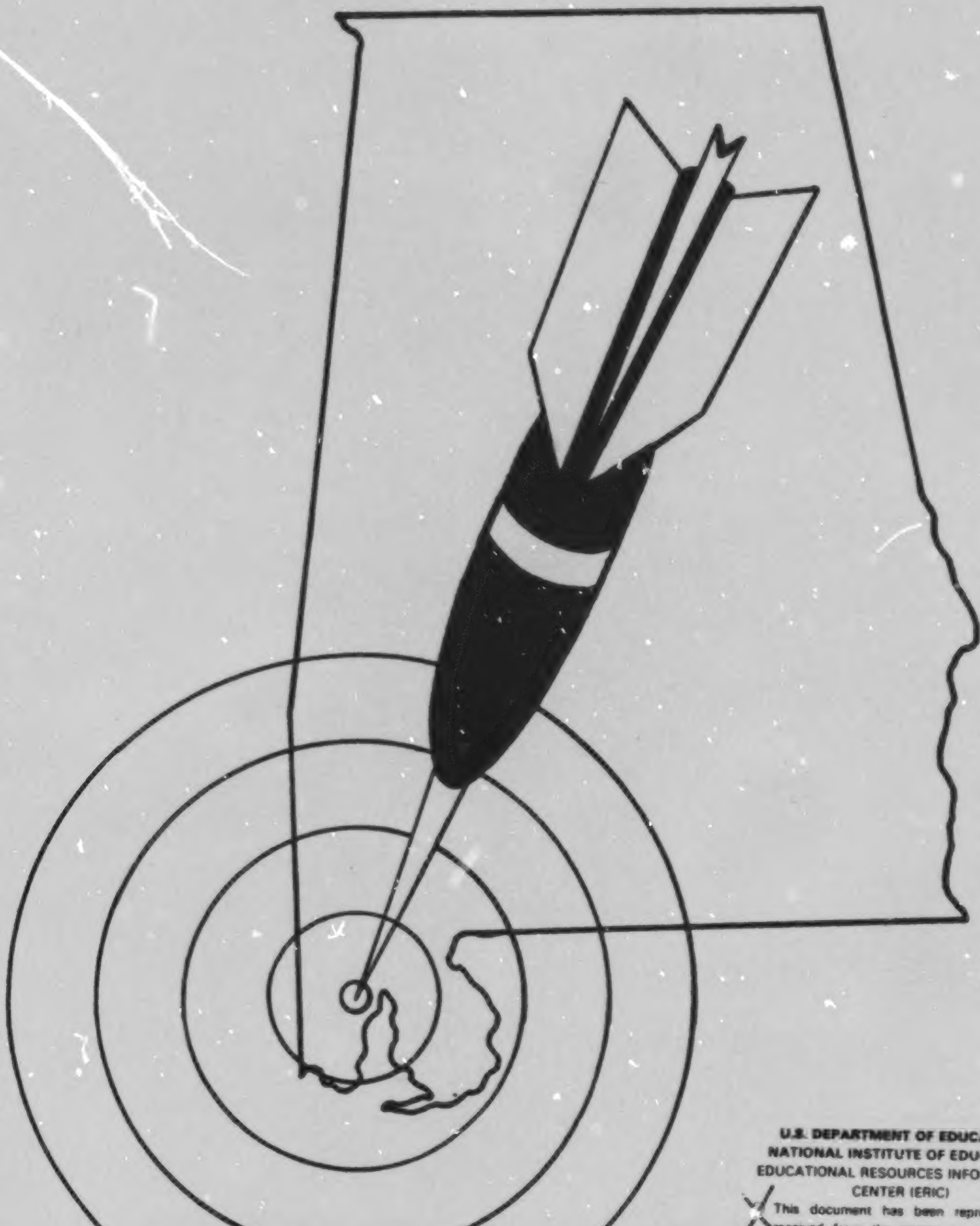
Direction for Alabama Reading Teachers



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DIRECTION FOR ALABAMA READING TEACHERS - A HANDBOOK

Board of School Commissioners
Mobile County Public Schools
Mobile, Alabama

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The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education.

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FORWARD

Probably more concern exists over the improvement of the reading program than over any other single area of the curriculum. By the end of this century, the Right-to-Read ideal--that no one should go through the process of schooling without developing the skills and desire necessary to read to the fullest limits of his capability--should be a reality for all. The goal of this resource guide is that each teacher who participates in the Mobile Reading Program will be helped in assisting students to become mature readers.

The success of an effort to develop the reading skills of students depends in a large measure on whether the instructional program of a school system continues to improve its comprehensive reading program. This book presents guidelines for (1) enhancing the Diagnostic-Prescriptive Reading System Approach to teaching and learning, (2) promoting the continuity of learning from level to level, (3) broadening the range of skills taught, and (4) developing interest in reading beyond the demands of everyday assignments.

A student's ability to read and understand the language of a subject determines his competency and mastery of that subject. Specific ideas and techniques are presented in this guidebook to show how instruction in the reading skills can be incorporated into any subject area. A rationale for a Diagnostic-Prescriptive Comprehensive Reading Approach is developed. Techniques for diagnosing reading problems and developing the skills a learner needs to read effectively are presented and discussed.

Reading instruction that is effective must be sought through humanistic objective, individualization of instruction, and careful evalu[illegible] This book emphasizes these aspects of reading instruction.

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ACKNOWLEDGMENT

This Reading Program handbook is the result of the concentrated efforts of many individuals. Grateful acknowledgment must be given to the Superintendent, Assistant Superintendent for Curriculum and Instruction, the Supervisory Staff, and teachers from various schools throughout the Mobile School System for their many contributions. Special mention must be made and appreciation expressed to the Title I Director and his staff of resource persons for the service they performed in developing this comprehensive reading handbook.

Not to be ignored is the mention of the successful work of Robert K. Leigh in coordinating the monumental efforts of both the Mobile County and University of Alabama Task Force Teams.

Without the efforts of all these many professional persons this handbook could not have been completed. Its successful implementation will justify and reward everyone's efforts. To this end everyone labored.

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DIAGNOSTIC AND PRESCRIPTIVE READING INSTRUCTION

Diagnostic and prescriptive reading instruction is a type of system approach to the teaching of reading. The proponents of diagnostic-prescriptive teaching claim that this new educational innovation will lead to increased reading achievement for most students and better understanding of student needs by the reading teacher.

This method of teaching reading stresses careful diagnosis of each learner's status and needs, and his individualized reading skill development based on the diagnostic findings. The diagnosis helps the teacher determine what the learner can do, what his difficulties are, what the causes of his difficulties are, and what can be done to remediate the learner's difficulties. All in all, this type of instruction attempts to provide for individual reading differences found in every classroom.

A diagnostic-prescriptive reading program is somewhat different from other types of programs in that diagnostic-prescriptive teaching is highly structured and skill oriented. Such a program includes the following characteristics.

1. A comprehensive list of behavioral objectives for the various reading skills. These are arranged in a sequential order beginning with the basic reading readiness skills through the more difficult and complex reading skills at the upper grade levels.
2. Assessment materials or test. The tests are usually criterion-referenced and are in the form of pre-tests and post-tests.

There may be one or more items designed to measure the learner's competence for each reading skill on the test.

3. A rule or set of rules for determining what level of achievement constitutes mastery of each objective.

4. Some type of resource file which provides the teacher with information concerning materials to use for student practice and techniques to be utilized in instruction. The resource file would include one or more of the following kinds of information:

   a. Appropriate pages in basal readers, basal reader workbooks, phonics workbooks, programmed reading materials or various types of individualized reading materials

   b. Printed materials that could be xeroxed or duplicated in some way

   c. Specific commercial game references or commercial activities that could be purchased

   d. Ideas for teacher-made games and activities

   e. Reference to specific pages in the teacher's edition of various basal readers

   f. Kits, such as SRA kits or the Barnell Loft Specific Skills Series

5. A detailed method of keeping a record of the progress each student is making.

6. Remediation prescription forms. Some diagnostic-prescriptive programs do include these forms, others do not. The forms are used by the teacher to plan a tailor-made reading program for each learner.

As with any method of reading instruction, the key to its effectiveness lies with the teacher. The role of the teacher in diagnostic and prescriptive reading instruction is somewhat different than in other approaches. Instead of being just the reading instructor, the teacher takes on a number of major roles. He selects, administers, and scores tests; arrives at diagnostic conclusions; writes prescriptions for reading; assigns appropriate practice as indicated by the diagnosis; secures, organizes and keeps track of records and the wealth of material utilized; gives help to individuals as they need it; maintains order in the classroom and motivates learners; and, keeps adequate records of each learner's progress.

Since the teacher's role in this type of reading instruction is rather unusual as compared to his role in more traditional methods, a great deal of special training is required. For those teachers who have taught and are interested in implementing diagnostic-prescriptive reading instruction, intensive retraining is required.

Although each diagnostic-prescriptive program on the market is somewhat different, most of the programs have enough common elements so that some generalizations can be made about how they operate. The following steps are a description of the process.

1. Some type of diagnostic instrument is administered to determine the learner's approximate functional reading levels. These levels include the independent reading level, the instructional reading level, and the frustration level.
2. This information is used by the teacher to select the appropriate pre-test to administer to the learner.
3. The pre-test is given. If the learner shows a lack of mastery for one or more skills on the pre-test, instruction is provided.
4. If the learner has more than one skill to master on the pre-test, the teacher selects one of the skills to teach; writes a prescription, which includes the behavioral objective; and selects appropriate materials and teaching techniques to be used in instruction.

5. The learner is instructed either individually or as part of a group.
6. Following instruction, the teacher administers the post-test items to determine if the learner had mastered the skills.
7. If the skill has been mastered, the teacher selects the next skill from the pretest for the learner to master. The procedure in Steps 4, 5, and 6 (above) is repeated by the teacher.
8. Should the learner fail to master any one of the skills at a level, the teacher selects new materials and techniques, preferably somewhat different but based on the same objective, and reteaches the skill. The learner is reevaluated to determine his competency.
9. Once all of the skills at a specific level are mastered, the learner is given the pre-test for the next level. The teacher follows the procedure as described in Steps 3 through 8.

Diagnostic-prescriptive reading instruction does have several unique advantages that makes it a true educational innovation. According to a number of authorities, this approach has the following advantages:

1. It allows everyone, teachers, administrators, parents and students to operate within a clearly established set of guidelines concerning what to do, how to do it, and how to determine when it is done.
2. Many useless diagnostic evaluations are replaced by specific assessments which clearly prescribe instruction for a particular learner or group of learners.
3. Individualization of reading instruction is easier for the teacher and more productive for the learner.

4. It provides the teacher with a meaningful way of discussing the learner's progress with the parent or with the learner himself.
5. Plans are based on the learner's reading performance and directed toward specific learning tasks.
6. Only those skills that the learner has not mastered are taught. Practice is provided on those skills for which the learner needs to develop competence.
7. Specific skills may be taught to individuals or to a group.
8. Learners progress at their own rate, depending on their ability.
9. Grouping of learners is made easier because they are grouped according to level of achievement.

Although there are a number of advantages to using diagnostic-prescriptive reading instruction, there are disadvantages that have been recognized. These include the following:

1. Psycholinguists and others have argued that there is fragmentation of reading skills inherent in any skills management system.
2. The systems approach to teaching reading tends to be conservative, even reactionary, and designed to meet the old goals in pseudo-sophisticated new ways. In their tightly organized framework, content, not process, is stressed. This seems to leave very little room for incidental learning.
3. Such a skills management system could restrict spontaneity, creativity, and innovation.
4. There seems to be far too much concern for reading skills and not enough concern in reading interests.

5. There is little agreement regarding the sequence that skills should be taught.
6. Tests provided for measuring attainment of objectives may not be a valid measure of the skill being evaluated.
7. Some of the test items may not actually measure what they say they measure. They may not be representative of the skill as it is to be used.
8. The extensive record-keeping is expensive and time consuming for the teacher.
9. Very few teachers have been trained for this kind of teaching and intensive re-training would be necessary.
10. The initial expense of such a program is high. In addition to materials, there would need to be aids or paraprofessionals to assist with teaching and record-keeping.
11. Too much of the teacher's time is spent in testing and scoring tests.
12. This type of reading instruction may become too mechanical.
13. Teachers MUST be proficient in diagnosing and prescribing. This involves being able to select, administer, and score tests. Interpretation of test results is a major requirement also. Along with these skills, the teacher must have adequate knowledge concerning materials and techniques to be used for specific remediation.
14. It becomes difficult to provide enough prescriptive materials to meet each student's interests and level of ability.

Although the first commercial diagnostic-prescriptive reading programs appeared on the market quite recently, there are now a number of such reading programs available.

The following are some of the diagnostic-prescriptive reading programs currently available for purchase.

Criterion Reading (1971). This criterion-referenced program assesses competency in 450 specific reading skills for kindergarten through grade twelve. The program consists of Student Process and Outcome Books, a teacher's edition for each Process and Outcome Book, a teacher's guide to the overall program, wall chart, and Student and Group Profile Booklet. Published correlations to basic reading programs are provided so that the teacher can plan instruction and review for the specific required reading skills. Criterion Reading is available from Random House, Inc., 201 East 50th Street, New York, New York 10022.

Wisconsin Design for Reading Skill Improvement (1972). This program includes six program elements: word attack, study skills, comprehension, self-directed reading, interpretive reading, and creative writing. The program contains a rationale, a set of guidelines, teacher's planning guides, resource files, and tests for reading skills assessment. The primary method for keeping track of student skill development is with the individual pupil's Profile Card. This reading program is available from Interpretive Scoring Systems, 4401 W. 76th Street, Minneapolis, Minnesota 55435.

Fountain Valley Teacher Support System in Reading (1971). The Fountain Valley materials assess the areas of phonics, structural analysis, vocabulary, comprehension, and study skills in grades one through six. The system consists of 277 reading skills and objectives, self-scoring tests, pre-recorded cassette audiotapes which include the test directions, teacher's manual, and individual Continuous Pupil Progress Profile folders on which the student's skill development is recorded. Although no resource files have been developed commercially for this program, a wide variety of both basal reading texts as well as supplementary materials have been keyed to the program's objectives. The Teaching Alternative Supplement lists the specific materials which can be used by the teacher for teaching the specific skills. The program is available from Richard L. Zweig Associates, Inc., Huntington Beach, CA 92647.

SRA Diagnosis (1973). This diagnostic material is contained in two separate kits. Kit A is used for grades one through four; Kit B is designed for use in grades three through six. Each kit contains the following components: Probes, pre-recorded cassette audiotapes (for Phonic Analysis Probes, Kit A only), Survey Tests, Prescription Guide, and a Class Progress Chart. The Probes, which are criterion-referenced tests, assess a student's competency in phonic analysis, structural analysis, comprehension, vocabulary, and study skills. Once the student's needs have been evaluated, the teacher refers to the Prescription Guide for specific materials to use. Each learning objective in the Guide has been correlated with a number of the leading basal reading texts and supplementary materials. These kits are available from Science Research Associates, Inc., 259 East Erie Street, Chicago, Ill. 60611.

Prescriptive Reading Inventory (PRI) (1972). This system is not a complete reading program.but an assessment system that can be used with other popular approaches to reading instruction. The PRI is designed to evaluate competency in 155 reading skills which are classified according to seven categories: recognition of sound and symbol, visual discrimination, phonic analysis, structural analysis, translation, three levels of comprehension, and study skills. The assessment package for PRI consists of four leveled, machine-scorable test booklets that are color-coded by grade levels (Levels A, B, C, D). The system has been designed for use in grades 1.5 through 6.5. Assessment of student skill level is done by computer. Individual student profiles are provided to assist the teacher in grouping and managing of students. Once students have been grouped, the teacher consults the Program Reference Guides which list commercially available textbooks and materials which have been keyed to the specific objectives. The PRI is available from CTB/McGraw-Hill, Inc. Monteray, CA 93940.

Read On (1971). This program assesses 60 reading skills for students in grades one through four in the areas of auditory/visual discrimination, phoneme/grapheme discrimination, structural analysis, word recognition, and comprehension. The mastery of these reading skills is assessed with pencil-and-paper tests that are produced from spirit masters. As with the Fountain Valley program, directions for each test are pre-recorded on cassette audiotapes. Answers are checked with a cardboard scoring mask. The basic record-keeping system consists of a wall chart on which test results are recorded. There are instructional materials resource booklets available which have been keyed to the skills and objectives. Read On is available from Random House School Division, New York, New York.

Pegasus (1970). This program was developed through a Title III-Section 306 Federal grant by teachers, principals, and supervisors in the Tuscaloosa (Alabama) City School System. It is used in the city schools of Tuscaloosa, in several school systems in Alabama, and by many school systems across the United States.

The Pegasus-Pace Program is not commercially printed, but it is available through the Tuscaloosa City School System.

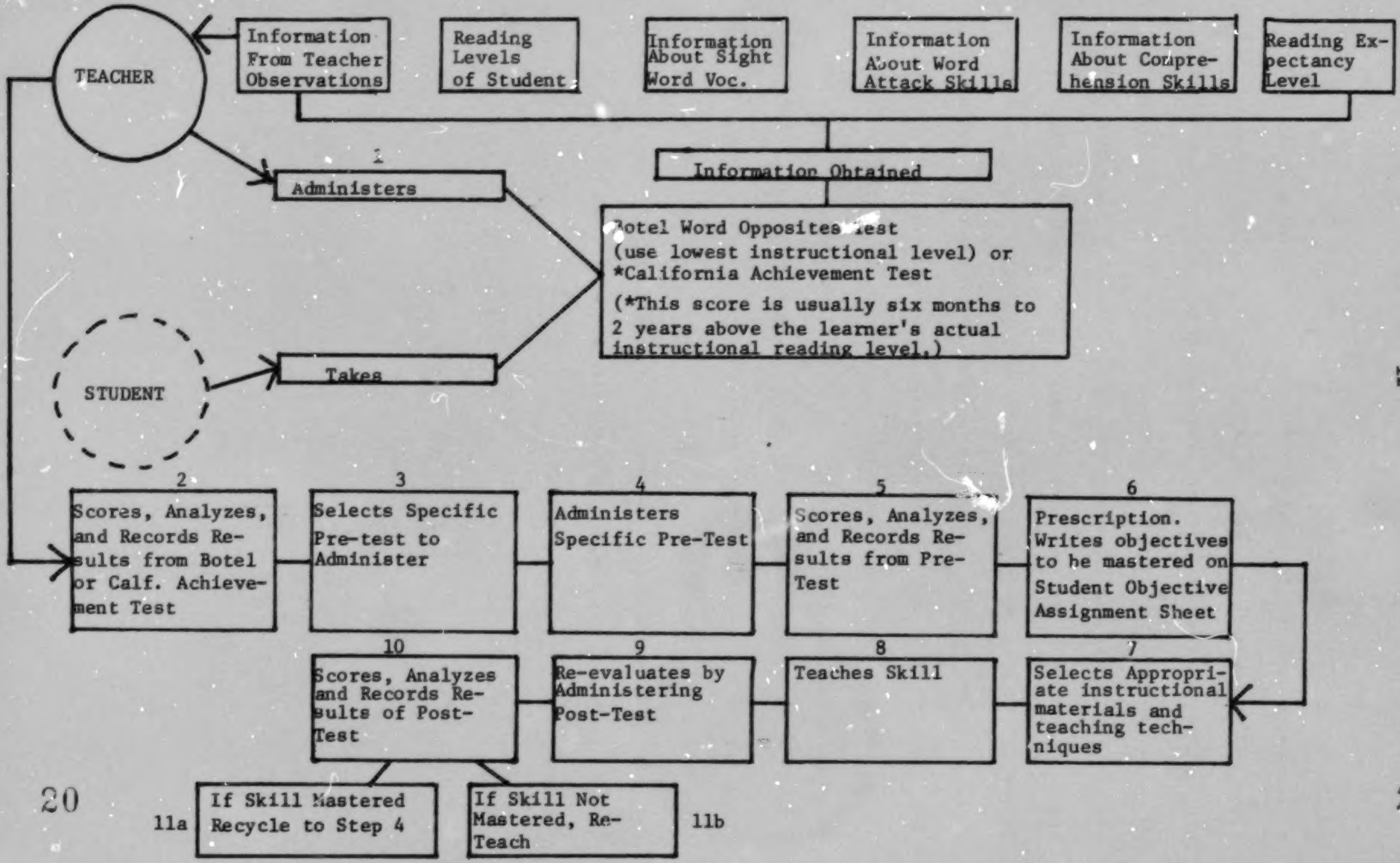
Materials have been developed to assess 729 reading skills from kindergarten through grade eight in the areas of phonics, structural analysis, vocabulary, comprehension, and study skills.

The program consists of a rationale, a set of guidelines and teacher directions, and diagnostic pre-tests for kindergarten through eighth grade (Readiness Level through Level 16). The behavioral objective checklist, Pupil Profile Sheet and Pupil Individual Record Folders are used as the basic method of record keeping. The teacher resource file is developed within each school by the individual teachers. Plans are currently being made to develop a teacher's guide which would include examples of materials to use in teaching, cross-references to commercial materials, and ideas for reading instruction.

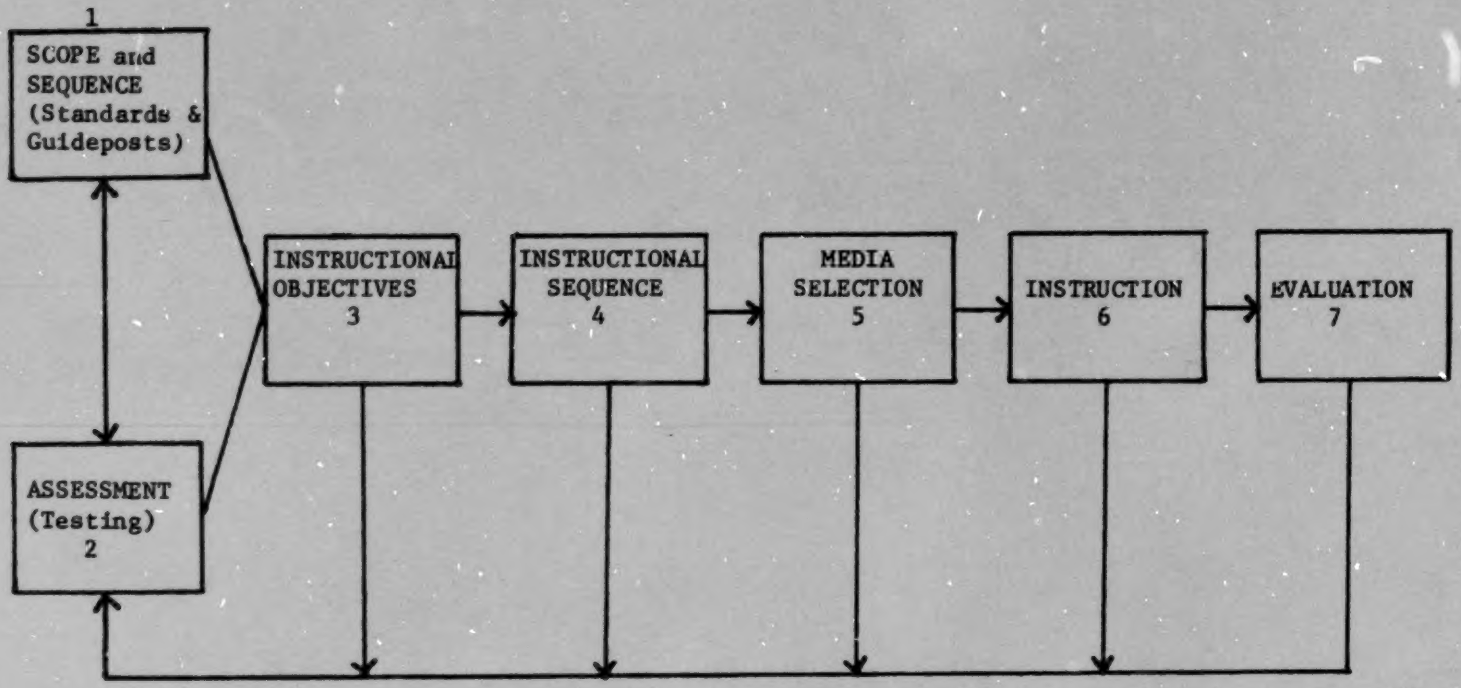
For information regarding Pegasus-Pace, write to: Dr. Marie Sinclair, Director of Pegasus-Pace, Tuscaloosa City Schools, 1100 21st Street East, Tuscaloosa, Alabama, 35401.

Croft Teacher Training System (1971). The Croft reading program is a training system for diagnostic and prescriptive reading instruction. Although this program was designed as a teacher inservice training program, it is as much a child-centered as teacher-centered program. The total program is divided into parts: (1) A Systems Approach to Word Attack Skills and (2) Reading Comprehension Skills. Both parts are designed to be implemented by teachers after completing eight inservice training sessions. During these sessions, the teachers focus on conducting diagnosis, using test results, teaching word attack and comprehension skills and developing teaching strategies for these skills. In the total program, thirty-two skills and instructional objectives for work attack and eighteen skills and objectives for comprehension have been specified. Materials in the program include paper and pencil tests available in spirit master format, a wall chart for recording student test results, a teacher's guide which contains ideas for teaching and some other supplementary materials to be used in the training part of the program. This program is available from Croft Educational Services, New London, Connecticut.

DETERMINING PRE-TEST ENTRY LEVEL


TEACHER
Information From Teacher Observations
Reading Levels of Student
Information About Sight Word Voc.
Information About Word Attack Skills
Information About Comprehension Skills
Reading Expectancy Level
Information Obtained
1
Administers
Botel Word Opposites Test (use lowest instructional level) or *California Achievement Test
(*This score is usually six months to 2 years above the learner's actual instructional reading level.)
STUDENT
Takes
2
Scores, Analyzes, and Records Results from Botel or Calf. Achievement Test
3
Selects Specific Pre-test to Administer
4
Administers Specific Pre-Test
5
Scores, Analyzes, and Records Results from Pre-Test
6
Prescription. Writes objectives to be mastered on Student Objective Assignment Sheet
7
Selects Appropriate instructional materials and teaching techniques
8
Teaches Skill
9
Re-evaluates by Administering Post-Test
10
Scores, Analyzes and Records Results of Post-Test
11a
If Skill Mastered Recycle to Step 4
11b
If Skill Not Mastered, Re-Teach

READING PROGRAM INSTRUCTIONAL STRATEGY


1
SCOPE and SEQUENCE (Standards & Guideposts)
ASSESSMENT (Testing) 2
INSTRUCTIONAL OBJECTIVES 3
INSTRUCTIONAL SEQUENCE 4
MEDIA SELECTION 5
INSTRUCTION 6
EVALUATION 7

DIAGNOSING SKILLS AND ABILITIES

IMPORTANCE OF DIAGNOSIS

The slogan "How will we know where we're going if we don't know where we are?" could easily refer to teachers of reading. Therefore, diagnosis is essential because it gives the teacher direction. It is the basis for making instructional decisions.

A diagnostic reading test breaks down the learner's performance into two or more separate skills so that the teacher can identify the learner's strengths and weaknesses. Diagnosis helps the teacher to assess the level and nature of performance of the learner. It is concerned with determining the nature of the learner's weakness and the factors that produced the weakness. Diagnosis is essential in planning the proper instruction so that the learner can benefit from instruction and experience success.

In the process of making a diagnosis, it is necessary to collect facts. Although tests can contribute many of the facts that are needed, the heart of diagnosis is the intelligent interpretation of the facts. The teacher who administers a diagnostic reading test must possess both theoretical knowledge and practical experience, know what tests and procedures to use to get the needed facts, know what questions to ask, and know how to interpret the findings. Thus, an effective reading program is built on a foundation of diagnosing, careful evaluation of needs, and instruction.

It is for these reasons that the Pre and Post-Tests have been developed. The Pre-Test segment has been designed to aid the teacher in diagnosing strengths and weaknesses in reading on Levels 1-24. Once the Pre-Test for a specific level has been administered by the teacher, the learner's weakness or mastery of skills within that level are precisely indicated. After this information has been obtained the teacher can plan her instructions accordingly.

FUNCTIONAL READING LEVELS

Assessing the learner's ability to read serves as a means of identifying his functional levels in reading. This assessment can help the teacher determine the level at which the learner is capable of functioning independently, the level at which he would profit from instruction and the level at which he reaches frustration. Each of these levels have special significance for the teacher.

A. Independent Reading Level (Free Reading Level):

This level is the highest level at which the learner can read easily, fluently, and without assistance. It is imperative that the teacher knows the learner's independent level because a great deal of the learner's school work is done on an independent basis. Unless the teacher provides materials at this level, the learner can hardly be expected to do an adequate job nor can he establish high standards of performance for himself. The following are the criteria for determining the learner's independent level in reading:

(1) The learner must possess the ability to recognize and correctly pronounce at least 97% of the words.
(2) The learner must possess the ability to comprehend 90 to 100% of the ideas.

B. Instructional Reading Level

This level is the highest level at which the learner can do satisfactory reading provided he receives preparation and supervision from the teacher. Knowing the learner's instructional level in reading allows the teacher to provide material at the level where the learner meets sufficient challenge to learn and progress. The criteria for determining the learner's instructional reading level are:

(1) The learner must possess the ability to recognize and correctly pronounce at least 95% of the running words in any oral reading material.
(2) The learner must possess the ability to comprehend at least 90% of the ideas.

However, it should be noted if the Botel Word Opposites Test is administered to determine the learner's instructional reading level, the following criteria should be used.

(1) The learner must recognize and pronounce 70-90% of the words.
(2) The learner must comprehend 70-80% of the items.

C. Frustration Reading Level

At this level the learner's reading skills break down. Knowing the learner's frustration level in reading helps the teacher to avoid giving material to the learner that is so difficult he cannot handle the material and learn what is being taught. There are criteria the teacher can use to recognize the learner's frustration level in reading.

(1) The learner mispronounces, refuses to pronounce, or fails to recognize more than 50% of the running words in any oral reading material;
(2) The learner shows less than 75% comprehension after silent reading of the material.
(3) The learner usually dislikes reading, shows anxiety on reading situations, reads orally with poor intonation, points to words as he reads them, makes poor contributions to class discussions and has poor work habits.

However, if the Botel Word Opposites Tests is used to determine the learner's frustration reading level, the following criteria applies.

(1) The learner fails to recognize at least 70% of the words
(2) The learner fails to comprehend at least 70% of the items.

To determine the appropriate Pre-test Assessment Instrument to administer to the learner, the teacher must first identify the learner's instructional reading level. This can be accomplished by administering such tests as the Botel Word Opposites Test which has specific criteria for determining the learner's instructional reading level or a standardized achievement test. However, because standardized tests usually yield total reading scores which identify the learner's frustration reading level rather than his instructional reading level, the teacher should estimate the learner's instructional level in reading to be 1 - 1½ years lower than the score obtained from the standardized achievement test. Once the learner's instructional level in reading is established, the teacher is ready to administer the Pre-Test Assessment Instrument which corresponds to his instructional reading level.

SIGHT WORD VOCABULARY

Sight or instant words are the most frequently used words in our language. "The first three hundred Instant Words (Fry's) comprise nearly one-half of most adult reading material-the front page of our daily newspaper, the magazines, and popular books we read" (Fry, 1974).

Because these words are frequently used, authorities believe the pupil should read them "instantly" or "on sight"; he should not have to use word attack skills.

Many graded reading texts have their own graded list of frequently used words built into the series. There are also several sight word tests designed to determine a student's knowledge of words he can pronounce on sight. These tests do not indicate knowledge of word meaning. The Composite Word List in this handbook is a composite of the following sight word lists: Dolch Basic Sight Word List, Fry's Instant Word List, Harris-Jacobson Word List, and the EDL Core Vocabulary.

Information from these tests about a student's ability to pronounce words yields information about the student's reading level. For example, a student who barely knows most of the words on the second grade sight word list, often is a student who can just manage to read upper second grade material.

The different approaches to teaching reading should provide the student with an expanding sight word vocabulary. Traditional basal readers begin with a sight word vocabulary and introduce decoding skills gradually. Phonic and linguistic series almost exclusively emphasize decoding. However, even in these programs, irregularly spelled words have to be learned as sight words.

Several methods may be used to teach sight words. In the whole word or visual method, a sentence from context is written on the board and the sight word is underlined, formed with the hands or set off with the pointers. The children are encouraged to look carefully at it while saying it. Practice exercises using the word on a word card and in context follow.

A second procedure is to present the new word in connection with a picture. The child looks at the picture and is told or guesses the meaning of what the word must be. If he forgets the word, he looks back at the picture again.

Pupils can be taught to use configuration clues as a help to recall words. The conspicuous features of the appearance of a word are pointed out to the pupil. Regarding the use of configuration clues Harris and Sipay (1975) stated,

> Most children have no difficulty with grandmother, even at the pre-primer level, because it is a long word and looks distinctively different from all other words. Another word that is learned almost at once is elephant, which not only is long but has a distinctive shape, with a unique pattern of ascending and descending letters (P. 355)

VOCABULARY-WORD MEANING AND USAGE

Harris and Sipay stated, "A word is a verbal label that represents a concept or idea" (1975). The learner should not only be able to pronounce the word, but he must understand the concept or idea it represents if he is to read with comprehension.

Most vocabulary studies consider a word "known" if one meaning is correctly identified on a multiple choice test. When diagnosing a student's meaningful vocabulary, there are three dimensions which should be considered.

Harris and Sipay (1975) reported that:

> Roellse (1969) found that three dimensions of vocabulary were significantly related to comprehension. Extensiveness (number of words for which a child can select a synonym) was most important; intensiveness (number of meanings known per word) was next; and flexibility (selection of the particular meaning which fits a given context) was third. (P. 438)

In these terms most tests of reading vocabulary are tests of extensiveness only.

In the improvement of vocabulary, first hand or direct experience is the most beneficial. However, as teachers realize, it is difficult to provide direct experiences in the classroom. A better solution for increasing a learner's vocabulary is wide reading. For the student who enjoys reading, an extensive vocabulary is pleasantly acquired this way. But those who most need to extend their vocabulary are not likely to be reached this way. The teacher must provide these learners with a wide variety of reading materials on their interest and reading levels.

Some methods of teaching vocabulary are study of word/lists and vocabulary notebooks; study of word parts--prefixes, roots, and suffixes; study of origin of words; study of verbal relationships--synonyms, antonyms, homonyms, etc. Harris and Sipay (1975) stated that research comparing the effectiveness of teaching vocabulary is inconclusive.

WORD ATTACK SKILLS

Word Attack Skills are the skills used to decode words not recognized by sight. Since most learners having reading difficulty seem to have problems recognizing words "on sight", or after merely seeing them repeatedly, they need a specific method of "decoding" most words.

Karlin (1971) stated that children who master the decoding process early can be given more meaningful materials to read and can begin to read for pleasure sooner than children who lack independence in recognizing words. There is research evidence from the First Grade Studies (Bond & Dykstra, 1967) that children benefit from instruction which does emphasize early decoding activities.

Word Attack Skills include phonic analysis ability and structural analysis, which is how the word is built from units of meaning-root, prefix, suffix, and inflectional endings, compound words, and syllabication and accent, and contractions.

Teachers need to administer tests which measure specific word attack skill performance on words in isolation, in reading and in spelling. Some specific diagnostic tests to discover strengths and weaknesses in word attack skills are listed in the Test Section. Also, when the teacher administers the Pre-Assessment Instrument included in the Mobile Reading Program, she may discover strengths and weaknesses in Word Attack Skills. Daily observation in a reading situation can help the teacher in planning the appropriate instructional program for each learner.

Phonic Analysis Skills

"Phonics" is defined as a method of teaching reading by the application of phonetic sound values to letter and letter groups. Phonics is an important part of the reading program and a learner must have skill in using phonics to unlock words.

Karlin (1971) cited a large-scale study of beginning reading which was conducted by Chall, who surveyed more than fifty years of research. Although Chall was aware of the shortcomings of many of the studies she reviewed, she reached the conclusion that instructional programs which stressed early phonics helped average and below average learners read better than similar learners who were taught reading through programs with an early meanings emphasis.

Burmeister (1974) has stated that sometimes students know a word orally, but are unable to pronounce it when they see it in print. (Most English words are phonically regular. It is generally stated that 85% of English words are phonetic, and can be decoded by applying fewer than 20 phonic generalizations which have proved useful. (See Lou E. Burmeister. "Content of a Phonics Program Based on Particularly Useful Generalization," in Reading Methods and Teacher Improvement, ed. Nila Banton Smith. Newark, Delaware: International Reading Assoc., 1971, pp. 27-39.)

The elements of phonics are single consonants, consonant blends, consonant digraphs, vowels, vowel digraphs, and diphthongs. A "consonant blend" consists of a cluster of 2 or more consonants whose sounds are blended together in a word (e.g. flag, drop, skin). A "consonant digraph" is two or more consonant letters used to stand for one unique sound (for example: "sh"). Vowel digraphs consist of two vowel letters which represent one vowel sound (for example: "au" in "caught"). A diphthong is a combination of two vowel sounds in one syllable (for example: the "oy" in "toy").

The teacher should teach the sounds of these elements, as well as help the learners make generalizations about letter-sound relationships. An example of a generalization would be "when a vowel in a one-syllable word is followed by a consonant, its sound is short (hat)". Phonic generalization may be found in the Generalizations Appendix of this manual.

Delores Durkin's Phonics Test for Teachers will give teachers a good idea of need for additional background in phonetic and linquistic principles of word recognition. If the teacher feels that his/her knowledge of word analysis skills is inadequate, he/she may study Programmed Word Attack for Teachers. Journals such as The Reading Teacher will help keep the teacher informed of the latest developments, especially in linguistics and its relation to reading. References are made to these materials in the Bibliography Section of this manual.

Structural Analysis Skills

It has been stated earlier in this section under word attack skills that structural analysis is how the word is built from units of meaning-root, prefix, suffix, inflectional endings, compound words, and syllabication and accent, and contractions. The learner uses his knowledge of word-form changes, since each of these contributes to the meaning of a whole word.

A knowledge of roots will develop a learner's skill in recognizing and defining new words. The learners should also be taught how many words can develop from a single root.

Prefixes and suffixes are added to the root of a word to modify (not alter) the meaning of the root. Many suffixes indicate the function the word has in a sentence.

Inflectional endings are those which denote tense, number, and degree. Principles of adding inflectional endings to words are listed under Structural Analysis Generalizations.

Syllabication relates to both structural analysis and phonetic analysis. Understanding of syllabication requires a knowledge of structural analysis because prefixes, suffixes, and some inflectional endings add one or more syllables to a root. An understanding that each syllable must have one vowel sound, helps in phonic analysis. Principles of syllabication and accent are listed in the Generalizations Section of this manual.

One method of diagnosing would be teacher observation of the following problems in structural analysis of words: inability to see separate words in compound words, omitting suffixes or placing wrong inflectional ending on word; trying to sound out multi-syllable words one letter at a time, inability to sound out long words, dividing words into syllables before looking at affixes; accenting wrong syllable when sounding out multi-syllable words.

Suggestions for classroom remediation can be found in Russell's Reading Aids Through the Grades (Bureau of Publications, 1951). Some materials for reinforcement are the Classroom Reading Clinic, The SRA Word Games Laboratory (SRA) and filmstrips Goals in Spelling (Popular Science Pub. Co.). Some materials for older students are Tactics in Reading (Scott Foresman & Co.), and Basic Reading Skills (Scott Foresman & Co.).

COMPREHENSION SKILLS

Comprehension refers to the student's ability to understand and react to what he has read. Several levels of comprehension have been designated by reading authorities: literal, inferential or interpretive, critical or evaluation, and appreciation. Each level of comprehension contains specific comprehension skills and each skill in a level requires mastery of skills in the preceding levels.

On the literal level, the reader has the ability to understand what is given directly. Specific skills the student should master are finding the main idea, locating details, and sequencing. Main idea is a term usually applied to the central thought of one or a few consecutive paragraphs or a short composition such as an essay, chapter, or short story. On the literal level, the reader should be able to recognize or recall a main idea which is directly stated for him.

Once students are able to recognize the main idea, then they can proceed to determine what information about the idea is stressed. When a student is developing the skill of locating details, he should not attempt to recall all details, only those relevant to another purpose. Ideally, students should be taught to see details in relation to their function in the selection. For example, the reader should identify details which illustrate a generalization, provide evidence to support a conclusion, create a sensory image, etc.

Sequence as it relates to reading, refers to the order in which ideas are presented. Sequence patterns in writing or speaking can be classified in one of the following ways--chronological, spatial, or expository. In practice, almost all speech or writing is a combination of these three.

Chronological is time order--first to last, last to first, or flashback technique. This is the sequence pattern most often used in narrative. In spatial or descriptive order, the pattern of discussion is from area to area or region to region (top to bottom, east to west, etc.). In expository writing, the unifying factors are not time or space, but ideas and/or facts. Expository writing can be organized in the following kinds of patterns: cause to effect, effect to cause, question to answer, general to specific, specific to general.

On the literal level, the student answers explicit questions about sequence: "What happened next?", "What part of the room was described first?", "What is the (stated) cause?", etc.

The next level of comprehension is the inferential level. A student is inferring when he uses the ideas and information that are directly stated in the selection, his intuition, and his personal experience to find implied meanings in a selection. Some of the specific skills needed to read on the inferential level are drawing conclusions, predicting outcomes, inferring main ideas, details, sequence, cause and effect relationships, character traits and emotions, and point of view.

On the critical or evaluation level, students make judgements by comparing the ideas presented in the selection with other authorities or other written sources, or with their own experiences, knowledge and values. Students make judgements about reality or fantasy, fact or opinion, accuracy and truth, worth and desirability.

Appreciation calls for the student to respond to the beauty and feeling in a selection and to its psychological and artistic worth. The student responds emotionally to the content (did he feel excitement, fear, boredom, etc.). He identifies with characters or incidents by showing sympathy for, antipathy toward, or empathy with them. The student also reacts to the author's use of language and to imagery.

On the critical and appreciation levels, the student must accept or reject the author's ideas, sources, values, and craftmanship. Therefore, knowledge of literary skills is an essential part of the criteria for making judgements and appreciative responses. The student should be familiar with the nature and classes of literature and the elements of the various prose and poetry forms.

STUDY SKILLS

Reading to learn is an integral facet of the learner's education. The reading he does often requires him to utilize study skills to gain information. The establishment of habits that foster study skills will enhance the learner's effectiveness in utilizing his time as well as the resources that are available to him. Among the basic processes related to the study skills are:

(1) Following Directions: The ability to read or listen to a set of instructions and do what they say is very important for the learner in the school setting. The learner's inability to follow directions often results in his being unable to perform a task adequately or correctly. The learner may also become confused and frustrated. Because a great deal of the learner's ability to perform effectively involves following directions, it is vital that this skill be developed by the teacher. It is equally important for the teacher to be constantly aware of her role in teaching this skill. That is, the teacher should make sure that each set of directions she gives to the learner is clear and concise.

(2) Locating Information: This skill is an essential and useful tool in the reading repertoire of the learner. The ability to locate information requires skills in using the table of contents, index, dictionary, reference books, textbooks, the library's card catalog, etc. These skills are important tools for the learner in areas of study that require multiple sources of information. They prove to be vital when reading for information.

Scanning and skimming can also be utilized in locating information. Scanning refers to the process of quickly going over a large section of printed material to pick out key words, phrases, facts, etc. to find specific information. Skimming is another form of going over printed material for a quick evaluation of the content or to obtain some general impression. In using resource materials, the ability to scan and skim become important skills, for they not only save the learner time, but they also help him to avoid distracting alternatives.

Other skills in locating information include alphabetizing and using guide words. Alphabetizing should be one of the earliest skills developed by the learner for it leads to the use of guide words in aiding the learner to locate information.

Because locating information is an integral part of the learning process, the teacher should help the learner to develop a variety of skills for locating information so that he becomes proficient in using the various resources at his command.

(3) Organizing Information: The learner's ability to organize information is essential for clear and effective communication. If this skill is underdeveloped, the learner will often find it difficult to order his thoughts and express them coherently. In helping the learner become proficient in skills related to organizing information, emphasis should be placed on sequencing, organizing ideas, outlining, alphabetizing, classifying, summarizing, etc.

Sequencing is being able to recognize patterns of events in sentences, paragraphs, or stories. Sequencing skills must be mastered in order to follow directions and solve problems. Organizing ideas refers to the learner's ability to distinguish between major ideas and related ideas or facts. This is a valuable skill because it allows the learner to sense relationships. It also aids the learner in outlining, which consists of locating main ideas and significant details. The main ideas become the major points in the outline while the significant details become the minor points. Classifying is another means of organizing information. The ability to classify helps the learner discover meaningful concepts and relationships. It also facilitates discrimination and judgment skills. Summarizing is another important study skill. Summarizing is the learner's ability to summarize written material in his own words so that it will be meaningful to him. This skill requires recognizing main ideas, recognizing significant details, omitting irrelevant details, putting the information in sequential order and paraphrasing the author's words. The ability to see relationships among ideas and think about them in an organized way enhances the learner's understanding and facilitates recall.

(4) Utilizing Information: The reading process involves more than just recognizing what the words say. The learner must understand what the words say so that he can utilize what he reads. This study skill consists of many ways in which the learner can develop his ability to understand and interpret information, ideas, or facts. The responsibility lies with the teacher to see that the learner develops this ability. She must provide a variety of sources and opportunites in which the learner can learn to utilize information.

One way is to give the learner an opportunity to paraphrase various topics and authors. Writing reports using information from reference materials or writing a paper from information included in an outline would also help the learner develop proficiency in this skill.

Compiling a bibliography for a report or answering questions about footnotes and bibliographic entries are other ways of helping the learner develop the ability to utilize information. Teaching the learner to interpret various types of maps and graphs is another way to help him develop this skill. Learning to interpret maps and graphs is important because these informational aids usually illustrate what the author is discussing or bring to the learner additional information. In helping the learner understand and interpret maps or graphs, attention should be given to their titles, symbols, scales, or legends.

ORAL AND SILENT READING SKILLS

Oral

The value of oral reading tests lies in the assumption that the kinds of errors a student makes when he reads orally serve as a clue to the kinds of errors he makes when he reads silently. For example, it is assumed that if he ignores punctuation when he reads orally, he also does so when he reads silently. The Botel Word Opposites Test or a standardized achievement test should be used in every classroom to determine what level Pre-Test Instrument to give each learner.

If a teacher wants to know how well his/her students compare with students nationally in oral reading, then he/she should give a standardized oral reading test. Some of these are listed in the Test Section of this manual.

If the teacher wishes additional information about the reading achievement of one or more students, he/she may administer individual oral reading tests. Gilliland (1974) stated that an individual oral reading test is a more exact measure of reading level than any of the other tests available. Therefore, every child in a remedial reading program should be given such a test as the chief method of determining the level at which he reads. Two of these are the Sucher-Allred Reading Placement Inventory (The Economy Co.) and The Silvaroli Classroom Reading Inventory (Wm. C. Brown Co.). Such a test is especially appropriate for students who are reading below about seventh-grade level. Gilliland has stated that the oral reading test will usually give more valid information than the group test on all areas except silent reading, comprehension and, perhaps, speed and study skills.

Informal reading tests do not give a grade placement score, but the administration of informal reading tests will help establish children's reading levels, as well as provide diagnostic information. The four reading achievement levels are: independent, instructional, frustration, and expectancy. The independent level is one in which the learner's fluency and comprehension are high. The instructional level is the level at which the learner would be instructed. The material at this level is too difficult to be read without help. When material is too difficult to be used for instruction, we say the learner is reading at his frustration level. Expectancy level is the highest level at which a child could comprehend satisfactorily were he able to read the material for himself.

A means of determining expectancy level (or the reading potential) is by measuring the learner's listening comprehension. The teacher can measure a student's listening comprehension by reading the passage just beyond the learner's frustrational level to him. She reads the passage to the student, then the questions, and lets the student answer orally. According to Gilliland (1974), if the student answers 70% or more of the questions correctly, she goes on to the next higher level passage. The highest level at which the student can answer 70% of the questions is considered his reading potential Level. If a test is used which has more than one form (such as the Silvaroli), the teacher may start at the learner's frustrational level.

The teacher may be able to derive valuable diagnostic information from the informal oral reading test. By observing a student's errors, the teacher can set up a program for correcting these oral errors.

Here are some behavioral characteristics which the teacher might observe:

1. mispronunciations-are there patterns to the mispronunciations, e.g., syllabication errors, certain types of vowel errors, errors principally in word endings, etc.?
2. substitutions-does he misread words, usually putting in a synonym for the word given by the author?
3. omissions-does he skip words?
4. insertions-does he include words that are not in the passage?
5. regressions or repetitions-does he repeat words or phrases?
6. hesitations-does he pause for long periods of time?
7. punctuation errors-does he ignore punctuation?

The teacher may also observe bothersome reading habits as the learner reads, such as pointing to the words being read and moving the head back and forth. Retaining these habits may delay the development of high speed in the otherwise good reader. Some observations of these habits, possible causes, and recommendations for remediation are included in the "Istructional Guide", A Practical Guide to Remedial Reading, by Hap Gilliland, pp. 122-126.

Gilliland (1974) has said that getting meaning is the only real purpose of reading; the purpose of instruction in word recognition and all other reading skills simply is to make that comprehension possible. Instruction for improving comprehension begins with diagnosis of the learner's understanding of what he reads. The most common comprehension problems, along with suggestions for their remediation, are summarized in "Instructional Guide 11.8", A Practical Guide to Remedial Reading, by Hap Gilliland, pp. 233-236.

Silent

According to Cilliland (1974) when first beginning to learn to read, the learner is learning to change the written symbols into oral language. During these first stages of decoding, it is easier for the child to learn the relationship of printed symbols to spoken words if he does most of his reading orally. The amount of silent reading should increase gradually.

Silent reading tests are used to check comprehension and speed. A standardized silent reading test may be used. These are listed in the Test Section at the end of this manual. If an informal reading test is used which has more than one form, such as the Silvaroli Classroom Reading Inventory, one form of the test may be used to assess silent reading. Some possible causes for slow silent reading and recommendations for remediation are included on p. 236 of Gilliland (1974).

INTELLECTUAL ABILITY

To gain more information about a learner's reading ability, the teacher might look at the scores of a group standardized achievement test or an individual intellectual evaluation. One important use of the I.Q. is to calculate the expectancy level of reading (often called the reading potential). Another means for measuring the learner's reading potential, is by measuring his Listening Comprehension, which was explained under the section on Oral and Silent Reading Skills. A student is considered a remedial reader if his reading potential is higher than his actual reading level.

A "reading potential" score can be obtained from knowledge of the learner's verbal I.Q. from the WISC and his grade in school through the use of the following formula:

$$\frac{I\,Q + (I\,Q - 100)}{100} \text{ X Grade in School} = \text{Reading Potential}$$

Standardized reading achievement tests (such as the California Mental Maturity Test given by the Mobile City School System) have an important role to play in the diagnosis of reading problems and in the selection of students for a remedial reading program. According to Gilliland (1974) they are also useful in comparing the reading achievement of different students for grouping purposes. They are not, however, intended as measures of the level at which each student can read. The achievement test is not standardized on the basis of the difficulty level of the material which the child can read, and most are never analyzed by the publisher on that basis. Therefore, the accompanying manuals do not include any norms or conversion tables for determining the basal reader levels of the child's reading. The score on the achievement test is usually six months to two years above the learner's actual instructional reading level.

Giving all students in the school group intelligence tests may be sufficient for some pupils, but this penalizes the slow reader. Gilliland (1974) stated that the student with inadequate reading ability will make a low score on such a test regardless of his intellectual capacity. Therefore, a low score on any group test should not be considered as a final indication of intelligence. If any teacher feels the student has a potential to do better or if the student comes from a cultural background different from that of the students for whom the test was written, that student should be retested individually, with a test such as the Wechsler Intelligence Scale for Children.

The California Test of Mental Maturity provides a mental age and I.Q. for both language and nonlanguage performance. Therefore, the teacher who uses this type of test and finds a major discrepancy between the two scores (nonlanguage I.Q.-140; language I.Q.-100), should be encouraged to look for other signs of intellectual performance (such as retesting with an individual type test), for the child may be capable, but hindered in the language section by his lack of reading ability. (An accurate I.Q. is not found by averaging conflicting scores). Wilson (1972) stated that unless group intelligence tests have nonlanguage features, they are not useful in estimating the reading potential of children with reading problems. Even then, their usefulness is highly questionable.

If a learner scores unusually high or unusually low, on an achievement test, or if he is suspected of being a remedial reader, he should be given an individual intellectual evaluation, such as the Wechsler Intelligence Scale for Children. Knowledge of the results of this type of test can help the teacher plan the appropriate instructional program for the learner. As has been stated earlier the Verbal score from the WISC can be used to estimate reading potential.

PPVT

For a quick indication of intellectual performance the PPVT is considered to be practical and useful when Binet and WISC scores are not available. The Peabody Picture Vocabulary Test can be given by reading diagnosticians or teachers. This test gives a mental age and correlates somewhat with the Stanford-Binet vocabulary scores. According to Kaluger and Kolson (1969), the test reflects a "verbal" (scholastic or word knowing) type of mental ability and, thus, the results can be affected by any factor which influences verbal ability, such as delayed speech, cultural deprivation, etc.

However, vocabulary-based tests such as this one, are considered good because vocabulary is considered the one area which correlates most highly with total intelligence. This test is easy for the teacher to administer and is usable for general purposes.

The PPVT takes approximately 15 minutes for individual administration, and is designed to test the learner's ability to associate one of four pictures with the word pronounced by the examiner. This test is limited to one aspect of intelligence which is "auding" or ability to comprehend by listening. However, Neville (1965) found no significant difference between the performance scores of 54 children on the PPVT and on the WISC. Strong (1969) said that auding is another indication of potential reading ability.

Slosson Intelligence Test

The Slosson Intelligence Test (SIT) is a brief individual intelligence test, which, with a little practice, a teacher without specialized training can administer. It is based upon the Stanford-Binet but takes only 20 minutes to administer. A number of studies have reported high correlations between the SIT and both the WISC and the Stanford-Binet.

WISC- Revised - for more indepth study

The WISC or the Revised Stanford-Binet are individual intelligence tests, which must be given by psychologists or psychometrists. As has already been stated, these scores are useful for establishing reading potential of the learner.

There are 2 forms of the Wechsler tests which are usually used with school-age children. These are the WISC-Revised (or Wechsler Intelligence Scale for Children), which goes from age five to age 16 years-11 months and the WAIS (Wechsler Adult Intelligence Scale) which is applicable to a any person over sixteen years of age. Kaluger and Kolson (1969) report that for interpretative purposes, they prefer the use of the Wechsler tests to any other individual type test, including the Stanford-Binet. These tests provide a Verbal Scale I.Q., a Performance Scale I.Q., and a Full Scale I.Q.

The Verbal subtests measure the type of mental abilities needed to do the type of thinking, reasoning, and remembering which is related to "scholastic" functions or "verbal" areas. Achievement on the verbal scale is influenced by cultural, emotional, or environmental factors.

The type of mental abilities measured by the performance subtests pertain to "practical" or visual-manual activities. Achievement on the performance scale is influenced by factors involving visual perception, visual-motor coordination or motor response.

Since WISC scores are best interpreted by psychological personnel, the teacher should await their analysis.

Revised Stanford-Binet

The Stanford-Binet has age levels with at least six items requiring different types of mental ability responses on each age level. The test gives a mental age as well as an I.Q. Kaluger and Kolson (1969) stated that the Stanford-Binet measures functional ability of a verbal type on the age levels related to school grades and, as such, is a good predictor of probable scholastic achievement in school. For reading specialists, it does not yield the depth of diagnostic and clinical information usually sought in reading disability diagnosis.

The Stanford-Binet can be used for testing any person over the age of two years. It is probably the best test for preschool children and for mentally retarded adults.

VISION AND HEARING

Harris and Sipay (1975) stated that although there has been much research on the relation of visual defects to reading ability, a precise statement of the degree to which poor reading is caused by poor vision cannot yet be made. One of the more fundamental reasons why this statement cannot be made is that people vary in their ability to adapt themselves to handicaps. Also, poor vision is only one of many handicaps that may interfere with reading. A child, whose only handicap is poor vision may become a good reader in spite of it but if he had several other handicaps as well, the combination may be too much for him.

Researchers have found evidence of a relationship between certain types of visual defects and reading failures. It is significant to note that these visual defects (poor near-point acuity and poor eye-muscle balance accompanied by deficiencies in fusion and depth perception) are usually not detected by the eye tests commonly used in schools.

Various school studies have indicated that one-fourth to one-half of our school children need visual care. Ideally, it would be desirable for every child to have a periodic examination by an eye specialist but this is neither practical nor economically feasible.

By using visual screening tests, it is possible to identify those children who may have visual difficulties and need to be referred for visual examinations.

One of the most common visual screening tests used in school today is the Snellen chart. Rosenbloom (1955) stated that educators themselves have advocated replacing this test by more efficient screening devices. Harris and Sipay (1975) suggested the Snellen chart be replaced by an E chart which has only the letter E facing in different directions. An informal measure to accompany the E chart would be the Good-Lite Near Point Card which measures near-point acuity.

More formal methods for vision screening are the Titmus Vision Tester and the Keystone Vision Screening Test Set. Both have a stereoscopic instrument. The Titmus slides for school and general screening use test far vision at 20 feet, near vision, color vision, near point visual acuity, and lateral vertical phoria (improper muscle balance causing fusion problems).

The Keystone Vision Screening Test Set includes the Telebinocular and slides which test near and far acuity, muscle balance, depth perception, fusion, and color vision.

Other formal vision screening tests are the Eames Eye Test, the Ortho-Rater batteries, and the Spache Binocular Reading Test.

Harris and Sipay (1975) stated that the degree to which poor hearing is a handicap in learning to read depends on the amount of emphasis given to oral instruction in reading. Embry (1971) found that children with a mild hearing loss tended to be a half to a year retarded in achievement.

The best screening method for identifying students who need medical examinations of their hearing is the use of the audiometer. Some audiometers are available that can be used to with as many as forty children at one time (Harris and Sipay, 1975).

INTEREST

Most educators and psychologists agree that more reading will occur if students are given the opportunity to read what they are interested in.

A number of studies have revealed more specific information about the nature of children's reading interests and factors that influence them. Karlin (1971) summarized the findings of some of the recent studies:

1. Intelligence, reading ability, and socioeconomic factors do not seem to influence reading choices significantly, but sex and age do.
2. Six-and seven-year-olds of both sexes prefer stories about real animals, fantasy, humor, heroes, adventure.
3. Older boys favor stories that deal with outdoor life, courage, adventure, animals, sports, science fiction, humor.
4. Older girls prefer reading stories involving mystery, home and school, romantic love, heroines, and the supernatural.

Reviews of children's literature in periodicals and annotated lists which classify books by topics and selected age levels aid teachers in selecting books suited to the learners' interests.

A teacher can learn more about the interests of individual learners in her class through observation, from student records and interest inventories. Interest inventories can be designed by the teacher to get whatever information she believes will be helpful in selecting reading materials for learners. These can be in the form of incomplete sentences or questions. The teacher can ask each student to write the answers or ask the questions orally of each student individually.

Published inventories can be found in the following books and periodicals:

Boning, Thomas and Boning, Richard. I'd rather read than... *The Reading Teacher*, 1973, *10*, 197.

Burmeister, Lou E. *Reading Strategies for secondary school teachers*. Reading, Mass.: Addison-Wesley, 1974.

Eherwein, Lowell. What do book choices indicate? *Journal of Reading*, 1973, *17*, 186-191.

Karlin, Robert. *Teaching Reading in High School*. Indianapolis: Bobbs-Merrill Company, Inc., 1972.

The following are the Belser-Parton Reading Center interest inventories on the primary, upper elementary, and middle/secondary school levels.

INTEREST INVENTORY
Primary Grade Level

Name ____________________ Age ____________________

Examiner ____________________ Date ____________________

Check one: This inventory was completed independently by the client ____
This inventory was given orally by the examiner ________

1. What is the name of your favorite book which someone has read aloud to you? ____________________
2. What is the name of your favorite book or story which you have read yourself? ____________________
3. What kind of stories and books do you like to hear read aloud to you? ____________________
4. Have you ever been to the library with your mother or father or your brother or sister? ________
5. What are the names of some of the books which you have at home? ____________________
6. What are the names of your two favorite television programs? ____________________
7. Do you read the funny paper at home? ________
8. What is the name of your favorite comic book? ____________________
9. What do you really like to do after school? ____________________
10. What do you really like to do on a Saturday? ____________________
11. What kind of games do you like to play? ____________________
12. Do you collect anything? If you do, what kind of things do you like to collect? ____________________
13. Do you enjoy reading for fun? ________
14. Where does your family like to go for a summer vacation? ________
15. What do you like to do best with your mother? (father) ________
16. Do you ever check books out of your school library? ________
If so, name a book that you have checked out recently ________

BELSER-PARTON READING CENTER
INTEREST INVENTORY
Intermediate Grade Level

Name ______________________ Age ______________________

Examiner ____________________ Date ______________________

Check one: This inventory was completed independently by the client ____
This inventory was given orally by the examiner __________

1. How much do you like to read?
   very much ______________________________
   quite a lot ______________________________
   not very much ______________________________
   not at all ______________________________

2. What are the titles of several books which you really enjoyed? ____
____

3. What are the titles of some of the books in your home? __________
____

4. Do you have a library card? ______________________________

5. How many books have you checked out from the library during the last month? ____

6. What part of the newspaper do you like to read the best?
   comic section ______________________________
   sports section ______________________________
   news section ______________________________
   society section ______________________________
   editorial page ______________________________
   letters to the editor ______________________________

7. What magazines do you read regularly? ______________________
____

8. What type of comic books do you enjoy reading? ______________
____

9. What are the names of your three favorite television programs? ____
____

10. What sports do you like to watch on television? ______________
____

11. What do you usually do after school? ______________________
____

12. Of all the things which you do after school, what one thing do you like to do the best? ______________________________

Interest Inventory/Inter. Gr. (Continued)

13. What do you often do on Saturday? ______________________________
____

14. Of all the things which you do on Saturday, what one thing do you like to do the best? ______________________________

15. What kind of hobbies do you have? ______________________________
____

16. Do you have any collections? If you do, what do you collect? ______
____

17. What do you want to be when you grow up? ______________________
____

18. Where do you usually go on vacation with your family? ___________
____

19. Have you ever gone to camp in the summer? If you have, what did you enjoy the most about camp? ______________________________
____

20. What other states have you visited? ___________________________
____

21. What is the name of your reading book at school? _______________

22. Do you enjoy reading at school? ____ Why? or Why not? __________
____

23. If you could be anyone you wanted to be, whom would you choose to be?
____
Why? ____
____

INTEREST AND ATTITUDE INVENTORY

INCOMPLETE SENTENCES

Here is your chance to write exactly the way you feel. You may write anything you like but it must be what you think.

Answer all questions, do them in order, and do them rapidly.

1. Today I feel ____________________
2. When I have to read, I ____________________
3. I get angry when ____________________
4. To be grown up ____________________
5. My idea of a good time is ____________________
6. I wish my parents knew ____________________
7. School is ____________________
8. I can't understand why ____________________
9. I feel bad when ____________________
10. I wish teachers ____________________
11. I wish my mother ____________________
12. Going to college ____________________
13. To me, books ____________________
14. People think I ____________________
15. I like to read about ____________________
16. On weekends I ____________________
17. I'd rather read than ____________________
18. To me, homework ____________________
19. I hope I'll never ____________________
20. I wish people wouldn't ____________________
21. When I finish high school ____________________

Incomplete Sentences (continued)

22. I'm afraid ____________________

23. Comic books ____________________

24. When I take my report card home ____________________

25. I am at my best when ____________________

26. Most brothers and sisters ____________________

27. I don't know how ____________________

28. When I read math ____________________

29. I feel proud when ____________________

30. The future looks ____________________

31. I wish my father ____________________

32. I like to read when ____________________

33. I would like to be ____________________

34. For me, studying ____________________

35. I often worry about ____________________

36. I wish I could ____________________

37. Reading science ____________________

38. I look forward to ____________________

39. I wish ____________________

40. I'd read more if ____________________

41. My only regret ____________________

* The Reading Teacher, Vol. 10, No., 4, April 1957, Page 197.

INTEREST INVENTORY-UPPER GRADES

Directions: Tutor should read the questions to the client and record his answers beside each item.

NAME ____________________ DATE OF BIRTH ________ GRADE _____ AGE _____

PARENTS ______________________________ PHONE NUMBER ________

ADDRESS ____
Street City Zip

1. What do you do in your spare time? ____________________
2. Do you have any special hobbies? ____________________
3. What is your favorite outdoor game? ____________________
4. What is your favorite indoor game? ____________________
5. How often do you go to the movies? ____________________
6. What kinds of movies do you like? ____________________
7. With whom do you usually go to the movies? ____________________
8. What are the best two movies that you have seen lately? ____________________
9. How often do you listen to the radio? ____________________
10. Underline the things that you have been to: circus farm zoo picnic ball game concert amusement park art museum
11. Do you have a public library card? ____________________
12. How often do you use your library card? ____________________
13. Which newspaper do you read? ____________________
14. What part of the newspaper do you read? ____________________
15. What are your favorite magazines? ____________________
16. Do you have a nickname? _____ What is it? ____________________
17. Who are your best friends? ____________________
18. Do you date? _______ How often? ____________________
19. What do you do on weekends? ____________________
20. What is usually the first thing you do when you get home from school?
____

Interest Inventory-Upper Grades (continued)

21. Which team sports do you participate in? ______________________

22. How do you get around town? ______________________

23. Do you have a particular possession that you like very much? _____
Why? ______________________

24. Do you have a TV set? ___ Color or black and white? __________

25. How often do you watch TV? ______________________

26. What are your favorite TV programs? ______________________

27. What is your favorite pop song? ______________________

Favorite group? ______________ Favorite male singer? _______
______________ Favorite female singer ______________

28. Do you have a tape recorder? ____ What do you record? __________

29. Do you have a record player, stereo, or tape player? __________

30. Which of the following have you traveled on?

airplane car boat train bus

31. What did you do last summer? ______________________

32. Given a choice, what would you like to do this summer? __________

____

33. What pets do you have? ______________________

34. Do you enjoy (pleasure) reading? ______________________

35. What types of books do you like? ______________________

36. Name the last book you read. ______________________

37. How many books did you read last summer? ______________________

38. How many books do you own? ____ What type? ______________

39. Do you check out books from the school library? _____ How often?

____

40. What schools have you attended? ______________________

Where? ______________________________________

41. What subject do you like best in school? ______________________

Interest Inventory-Upper Grades (continued)

42. Which subject do you like least? ______________________________

43. Do you take any special lessons outside of school? ____ What kind?

____

44. Whom do you like to be with at school? __________________________

45. To what clubs do you belong? _________________________________

46. Do you hold any offices in or out of school? _____ What offices do you hold? ____

47. Which church do you go to? __________________________________

48. Do you have a job other than at home? ______ If so, what type of job do you have? ______________________________________

49. Do you perform any regular jobs around your home? ______________

50. What kind of work does your father do? _________________________ Your mother? ____

51. Who is home when you come in from school? ____________________

52. Do you make your own breakfast? _____ If not, who does make it? ______________

53. What would you like to do after high school graduation? __________

____

54. What would your parents like for you to do after you graduate? _____

____

55. If you go to college, what would you like to study? ______________

56. If you could have any three wishes you wanted, what would you wish for and why?

____

____

____

____

PRESCRIBING

The teacher determines the Pre-Test entry level by administering the Botel Word Opposites Test or any standardized achievement test. The score on a standardized achievement test is usually six months to two years above the learner's actual instructional reading level so the teacher would have to tak[illegible] into consideration in determining the learner's instructional [illegible]l. (Please see the section in this handbook on Intellectual Per[illegible]r a more detailed explanation of the California Achievement Tes[illegible]

As an exampl[illegible]et us say that a learner's instructional level according to the Botel is 3rd grade and his actual grade placement according to age and grade in school is 3rd grade. Following the criteria set forth in the Teacher's Guide, this student is considered an Average Learner, therefore, he should be administered the Level 11 (3^1) Pre-Test. (See the Teacher's Guide for Level 11 (3^1) for a more detailed explanation.)

A learner's specific reading problems are identified after the appropriate level Pre-Test has been administered and the teacher has scored, analyzed, and recorded the results on the Reading Skills Check List. The acceptable level of performance for mastery for an Average Learner is not less than 75%. Should the learner score less than 75% on any objective, he would fail to meet the acceptable level of performance for that Pre-Test.

Once the objectives that the learner needs to master have been identified, the teacher should list those objectives on the Student Objective-Assignment Sheet. The following is an example of this form.

	Objective:	Comments:
I.B.3. 9/6/76- 12/3/76 ✓	Given pairs of words, the learner will identify antonyms and homonyms.	
II.A.1. 9/6/76- 11/21/76	Given words contining the letter c, the learner will identify those having the s sound and those having the k sound.	

The top box to the left of the objective shows the instructional objective (i.e. I.B.3.) that needs to be mastered. The second box shows the date the objective was mastered as determined by administering the Post-Test. The check mark in the third box indicates mastery of the objective.

In addition to the Student Objective-Assignment Sheet, an Individual Performance Report has been designed. The purpose of this report is to enable the teacher to record the learner's performance and rate, and to enable her to indicate why the learner has not mastered a skill. The Individual Performance Report is an evaluation form to be filled out after the Post-Test has been administered.

These two forms, the Student Objective-Assignment Sheet and the Individual Performance Report, are suggestions for progress reporting. The administrators, supervisors, and teachers should adapt these forms to meet their own needs.

INDIVIDUAL PERFORMANCE REPORT

STUDENT______________________ LEVEL ________ TEACHER _____________

Objective Attempted	PERFORMANCE			RATE			EXPLANATION					
	Achieved as Stated	Making Progress	No Observable Progress	Accelerated 85%	Average 75%	Slower 65%	Prerequisite Skills Lacking	Objective too Difficult	Objective Unessential	Inappropriate Activity or Materials	Ineffective Activities or Materials	Teacher Error

STUDENT OBJECTIVE ASSIGNMENT SHEET
(For Teacher/Aide/Student)

STUDENT ______________________________ TEACHER ___________________________

	Objectives:	Comments:

SELECTING AND EVALUATING ACTIVITIES AND MATERIALS

Selecting activities which are appropriate to a learner's instructional level requires building upon the learner's present skills to develop new skills.

Instructional objectives determine the skill to be taught. Activities must be structured so they provide the learner with the opportunity to acquire the skills defined in the instructional objective. The activities must be directly related to the objective and be appropriate to the learner.

You have been provided with an activity embedded in the Instructional Objective as well as a selected listing of activities from materials found in the school system and/or school. Other activities can be selected and developed by you to add additional activity choices for helping the learner obtain the selected instructional objective.

Activities need to be both appropriate and effective. Activities can be evaluated as a single instructional unit or as a continuing process. If the learner responds to an activity in the expected manner, then the activity (as a single instructional unit) is appropriate. However, an activity may be appropriate yet be ineffective if it does not achieve the desired behavior (outcome).

Appropriateness is determined by the learner's response and effectiveness is determined by whether or not it meets the criteria described in the instructional objective.

You have been provided with a selected list of Correlated Materials found in the school system and/or school. If teachers find that they need additional materials to supplement those already listed, the following criteria should be used in selecting those materials. Materials should be screened for subject matter content; be on the learner's instructional level; and be both effective and appropriate. Materials my be either commercially prepared or teacher made.

The same criteria that is used for evaluating activities should be used for evaluating materials. That is, materials should be both appropriate and effective.

LEARNING MODALITY

Teachers need to determine the preferred learning modality for each learner. Often, the modality will change with the materials and activities. There are formal tests which can be used to determine modality but the teacher can also determine a learner's modality by thorough and systematic observation.

The four learning modalities are:

1. Auditory
2. Tactile
3. Visual
4. Kinesthetic

Writing Instructional Objectives

Instructional (behavioral) objectives are statements which describe what students will be able to do after completing instruction pertaining to a specific skill. Objectives should be written in behavioral terms and state clearly the expected performance.

A satisfactory instructional objective should meet the following criteria:

1. The condition - it describes the condition under which the desired behavior is to occur.
2. The behavior - it describes the type of behavior that is to occur as a result of instruction.
3. The acceptable performance - it defines the level of acceptable performance.

The following are three examples of instructional objectives:

1. An instructional objective appropriate for the first grade: Given two lists of words (the condition), the student will form compound words using words from the lists (the behavior), with 90% accuracy (the acceptable performance).
2. An instructional objective appropriate for the sixth grade: Given a list of definitions for the suffixes -ster, -ous, -ery, and sentences using words with these suffixes, the student will match the suffix definition with the word according to its use in a sentence with 90% accuracy.
3. An instructional objective appropriate for the secondary levels: Given a short selection, the student will indicate the main idea and important details through underlining, block diagram, or outlining with 90% accuracy.

An instructional objective, as described by Harris and Sipay (1975), is the result that should follow instruction and not the instructional activity itself. The objective is stated in terms of learner behavior rather than in terms of teacher behavior. It might be helpful for a teacher to distinguish between behavioral objectives (an outcome objective) and process objectives. A process objective is a statement of what the teacher can do to bring about the desired behavioral objective. An example of a process object would be: "Introduce the consonant blend--bl."

Since instructional objectives need to be specific they tend to overemphasize the cognitive processes and skills and underemphasize the affective processes. The cognitive domain, as stated by Shepard (1973), involves knowledge, its use and application, and its analysis and synthesis. The affective domain involves attitudes, values and beliefs that determine how a student relates to his environment. Affective goals are more difficult to measure but are still important. Affective objectives should be included although they will not be as specific in the acceptable performance as cognitive objectives.

Daily Lesson Plan

The teacher develops daily lesson plans for each student based on that student's needs. Instruction should begin at the student's independent level, and, as much as possible, learning should be based upon strengths rather than weaknesses.

Students should be aware of the purposes of the various activities. Gilliland (1974) stated that students should have an opportunity to express their opinions and make suggestions about the lesson plans. Whenever possible, their suggestions should be used in developing lesson plans.

Daily lesson plans should include the following items:

1. Student's name
2. Date
3. Skill(s) being worked on
4. Activities and time allowed
5. Progress made
6. Comments

An example of a daily lesson plan is on the following page.

LESSON PLAN FOR John Doe DATE 5 3&4 76 TEACHER Ms. Smith
Month Day Year

SKILLS BEING WORKED ON	TIME	ACTIVITIES	PROGRESS MADE	COMMENTS
		Mon. 5/3		
Sight Words	5 min	1. Drill on basic sight words - Dolch Flash Cards (add: what, our to word box)	completed	missed: what our
Oral Reading	10	2. Read orally from "Big Deal" p. 57 Breakthrough: On the Level	completed	enjoyed: knew the subject matter.
Compre-hension	3	3. Answer questions on the above	completed	5/5 - 100%
Long Vowels	10	4. Game: "Spin Out" - long vowels (New Phonics We Use Learning Games Kit 1) Form-A-Sound (New Ideal) long vowels	completed	still needs work on long vowels
	2	5. Discuss progress made	completed	
		Tues. 5/4		
Sight Words	7	1. Drill on sight words from story - Added 4 new words to John's Word Box: jelly, when, ink, if	completed	missed: jelly, when, ink, & if
Oral Reading	7	2. Read orally from "Big Deal" p. 58 Breakthrough: On the Level	completed	Enjoyed: missed the above words, phrasing was fair
Compre-hension	3	3. Answer questions on the above	completed	4/5 - 80%
Short Vowels	10	4. Work on short vowels a & e Phonics We Use Workbook p. 45	completed	needs further work
	3	5. Discuss progress made	completed	

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SPECIFIC METHODS AND TECHNIQUES USED FOR INSTRUCTION
THE CLOZE PROCEDURE

The cloze procedure is a very valuable and easy-to-use diagnostic reading device. It can be used from the primary-grade reading level through the secondary school reading level. The device is based upon the theory of closure, developed in 1953 by Wilson L. Taylor. According to this theory, a person wishes to complete any incomplete pattern he sees.

The cloze procedure is useful for:

1. placing students in graded materials
2. selecting materials to meet the needs of a particular group of students
3. determining if a student can read a particular passage with understanding
4. obtaining practical information concerning a student's ability to spell, and about his overall comprehension and knowledge of vocabulary
5. teaching specific language and reading skills.

The procedure can be applied to narrative material such as that in a basal reader or to content materials such as that in a social studies or science text. The cloze procedure can also be used with students who have varying reading abilities.

In constructing cloze passages you could omit every third, fifth, tenth, etc. word. However, most of the research that has been done is based on the deletion of every fifth word. It should be stressed that the commonly used percentages for determining students' independent, instructional and frustration reading levels are based on the deletion of every fifth word. If every eighth or tenth word were deleted, these commonly used percentages would not apply.

Wilma Miller has suggested that every eighth word should be deleted at the primary-grade and lower-intermediate grade levels and every fifth word at the upper intermediate and secondary school levels. Although omitting every eighth or tenth word would make the passage easier for younger students, no accurate estimate of reading level could be obtained due to the fact that the commonly used percentages would not apply. Perhaps the omitting of every eighth or tenth word could be used when the teacher planned to use the cloze procedure as a teaching tool rather than as a diagnostic device.

To construct the cloze test, select a passage from a basal reader or from some content area material. Passages may vary in length depending on the grade level of the students; however, for students of age levels equivalent to third or fourth level, or above, passages of about 250 words are often used.

Type the passage and leave the first and last sentences intact. Do not omit proper nouns or written numerals (i.e. 321). If any letters, such as XKE, appear in the passage, it is best to leave these rather than omitting them. Blank lines of equal length are then used to replace each word that has been deleted.

Cloze passages may be administered in a group situation similar to the procedure with standardized reading tests. However, in administering cloze passages there are usually no specific time limits for completion of the work.

In scoring the cloze procedure, you should give a student credit ONLY for those blanks that are completed with the EXACT omitted word. The exact word is required because research has established that only in this way can you be sure that the reading levels determined from the use of the cloze procedure correspond to the reading levels as determined from an Informal Reading Inventory. Of course you would not expect the EXACT omitted word if you were using the procedure as a teaching aid.

To determine a student's functional reading levels, first count the number of blanks in the passage (usually there will be 50 blanks if the passage is 250 words in length and the first and last sentence are left intact). Next, count the number of exact correct replacements the student has (NOTE: students are not penalized for incorrect spelling as long as there is little or no doubt about which word was meant to be used). Divide the number of blanks into the exact replacements to obtain a percentage. Using passages in which every fifth word has been deleted the percentages for the various reading levels are as follows:

Free or Independent Reading Level	58 to 100 percent
Instructional Reading Level	44 through 57 percent
Frustration Reading Level	43 percent or below

If you want to see more precisely how the results of a cloze procedure corresponds to the reading levels determined by an Informal Reading Inventory, you can use the percentage obtained for correct replacements and multiply this by 1.67. For example, if a student scored 22 exact replacements and there were 50 blanks, his correct replacement percentage score would be 46%. This would show Instructional Reading Level. If the 46% were multiplied by 1.67, it would equal 76.82%. This number would correspond to Instructional Reading Level.

Most reading authorities agree that the following percentages are acceptable for comprehension in oral reading.

Independent Reading Level	90% accuracy or better
Instructional Reading Level	75% accuracy or better
Frustration Reading Level	74% accuracy or less

THE ORAL IMPRESS METHOD

One of the most important developments in recent years is the system called by its originator "neurological impress". It is also called "oral impress". Neurological impress is comparable in the development of fluent oral reading in the same way in which kinesthetic tracing is in the development of sight vocabulary and may eventually have nearly as great an impact on the teaching of the remedial reader and the child with learning disabilities.

In using the impress method, the teacher works with one student who holds the book while the teacher sits behind and to the right of him, close enough so that she is speaking almost into the student's ear. (A book holder or slanted desk is helpful for keeping the book in proper reading position.) The teacher reads aloud, and the student reads in unison with her--or as close to in unison as is possible. At first, he may be as much as a word behind the teacher, but, with practice, he will be able to stay either with the teacher or on unfamiliar words, a fraction of a second behind her. The student is told to try to stay with the teacher using the same phrasing, emphasis, etc. If he does not know a word, he tries to pronounce it with the teacher if this is possible; if he cannot pronounce it, he does not hesitate but goes on with the teacher without hesitation.

As they read, the teacher points to each word with the index finger of her right hand, moving it smoothly across the line of print. This will require practice for some teachers, especially if they are accustomed to having their eyes several words ahead when reading orally. It is very important that the finger stay exactly with the voice, as the student will be looking where the finger is pointing, and he should be looking directly at each word as he hears and says it.

The teacher should read slowly and clearly, with good rhythm and emphasis, as the oral reading of the student will be patterned after that of the teacher.

Because high concentration is required of the student when using oral impress, this practice should be limited to ten minutes per day. In most cases, improvement will be seen within a short time in sight vocabulary, speed of recognition, phrasing, and general oral reading fluency.

If the student wishes to practice moving his hand with that of the teacher so that he can take over pointing to the words for part of each session, he should be encouraged to do so. Some students find that they like to use their own fingers and state that they feel that this increases their learning; other students do not agree. There is no experimental evidence to show that either method is appreciably better than the other as long as the finger is moved at the right speed.

Although the impress method is basically for use with individual students, it is possible to use it with a group. A "language lab" would be needed, with a microphone for the teacher and earphones for each student.

The material to be read should be copied onto transparencies and placed on the overhead projector so that the students can read from the screen while the teacher points to the words on the transparency and speaks into the microphone.

An alternative to the above procedure is having the child follow the selection being read by the teacher from the textbook. When this is done, it is very difficult for the teacher to know exactly where each student is reading or whether the student is following precisely.

VAK TECHNIQUE

Many children do not need extensive practice in tracing but are helped a great deal by a method which combines visual observation while saying the word with writing the word from memory (VAK). As used with a slow group, the procedure can be used as follows:

1. The teacher selects for teaching a small number of words (new words) that are to be met in the next connected reading.
2. Each word is introduced in meaningful context, and meanings are checked and taught.
3. The new word is presented on the board in a sentence and framed or otherwise emphasized as in the visual method.
4. The teacher holds up a card with the word printed on it and pronounces it. The children look at it and pronounce it softly, and then a few times to themselves. They should be cautioned NOT to spell letter by letter.
5. Each child shuts his eyes and tries to "make a picture" (visual image) of the word; he then opens them and compares his mental image with the original.
6. The card is covered and each child attempts to print (or write) the word from memory.
7. The word is exposed again, and each child compares his reproduction with the original, paying particular attention to any parts not reproduced accurately.
8. The process of looking at the word, saying it, and attempting to reproduce it from memory is repeated until the child can reproduce the word correctly.
9. The other words are taught the same way.
10. The word cards are shuffled and reviewed for speedier sight recognition.
11. The children proceed to read a selection in which the new words are met in meaningful context.

After using the VAK (visual-auditory-kinesthetic) method for a month or two, children usually discover they no longer need to write the word in order to be able to remember it. They then shift to the visual method.

Gradually, also, they begin to utilize their developing phonic knowledge in combination with study of words as a whole.

Many children whose visual memory is very inexact and who show no aptitude for phonics find they can learn and remember words when they use the visual-motor procedure.

VAKT TECHNIQUE

In 1921, Grace M. Fernald and Helen B. Keller described a method for teaching nonreaders which emphasizes tracing and writing as basic procedures. The VAKT technique utilizes the association of visual, auditory, kinesthetic, and tactile imagery.

Remediation begins by permitting the child to select any word he wants to learn, regardless of the length. It is taught by the method described below. The child learns several words by this method and is permitted to spend as much time as necessary on these first few words. Fernald recommends the following procedure:

1. TRACING-The word is written for the child on a strip of paper in large cursive writing or in manuscript. The child traces the word with his finger in contact with the paper, saying each part or syllable of the word as he traces it. This is repeated until he can reproduce the motions of writing the word from memory. He writes it on scrap paper, then uses it in a written story. Later the story is typed and read in typed form. Each new word that is learned is placed by the child in an alphabetical file box. The following points of techniques are stressed:

   a. Finger contact is important; tracing in the air or with a pencil is less useful.

   b. The child should never copy a word, but always write from memory.

   c. The word should always be written as a unit.

   d. The child should say each syllable (or part) of the word either to himself or out loud as he traces it and writes it.

   e. Whatever he writes must be typed and read before too long an interval; this provides transfer from the written to the printed form.

2. WRITING WITHOUT TRACING-After a while the child does not need to

trace most new words. He looks at the new word, says it to himself several times, tries to "see" the word with his eyes closed, and write it from memory. If he makes an error, he compares his result with the model, noting the mistakes he has made. The procedure is repeated until he can write the word from memory. He files the word in his Word Box.

3. RECOGNITION IN PRINT-It becomes unnecessary to write each new word on a card. The child looks at the word in print, is told what it says, pronounces it once or twice, and writes it from memory. Reading in books is usually started about the time that this stage is reached.

4. WORD ANALYSIS-The child begins to identify new words by noting their resemblance to words he already knows, and it is no longer necessary to teach him each new word. Although phonic sounding of single letters is not taught, skill in word analysis gradually develops through noticing grapheme-phoneme correspondances that are met repeatedly.

THE ORTON-GILLINGHAM TECHNIQUE

The Orton-Gillingham Technique is a method of instruction based on sounding and blending, reinforced by the VAK technique. It was developed by Anna Gillingham based on the theories of neurologist and psychiatrist, Samuel T. Orton. Gillingham's completed remedial program is published in the 375 page Gillingham-Stillman manual, Remedial Training of Children with Specific Disability in Reading, Spelling, and Penmanship (1964).

The method utilized the VAK technique to establish the following associations: "how a letter or word looks, how it sounds, how the speech organs or the hand in writing feels when producing it" (Gillingham and Stillman, 1964).

The pupil is shown the printed letter symbol on a card and repeats its name after the teacher. When this is mastered, the sound is made by the teacher and repeated by the pupil. Then the pupil watches while the teacher makes the letter and explains its form, starting, point, direction of strokes, etc. Then these VAK lingages are strengthened by various stimulus-response drills.

The phonic units are taught in isolation, giving special training in blending. The letter sounds are taught in groups as rapidly as they can be assimilated, sometimes only one or two at each lesson. The consonants and short sounds of the vowels are taught first.

After the pupil has learned the names of these letters, their sounds, and how to write them, the process of blending is started. A consonant, a vowel, and another consonant card are laid out on a table. The pupil is taught to give their sounds in succession and smoothly until he perceives that he is producing a word. The initial consonant is pronounced with the vowel that follows it, eg. ba/t.

A few days after the blending is started, the pupil reverses the process for spelling. The teacher pronounces the word slowly. The child repeats it, breaking it into isolated sounds. He finds the letter card for each sound and then writes the sounds in the word.

As more letters are introduced and blended into C-V-C words, the words are written on cards and filed. Stories and sentences are made from the word file.

The concept of syllables is worked out before two-syllable phonetic syllables are introduced. Later rules for syllable division are developed according to the age and maturity of the students.

Consonant blends are introduced next and blended with the short vowel sounds. More words are available to the student and he reads a higher level group of stories. Additional vowel sounds are introduced next.

The pupil's reading is limited to carefully selected and prepared material for some time. When the pupil is ready, he will be encouraged to select books for more independent reading.

According to Gillingham, the method requires five lessons a week for a minimum of two years. Gillingham also stressed that parents were advised to read all homework to children and teachers were asked to excuse the child from written tests and to test him orally.

THE WORD BOX

A Method of Teaching Whole-Word Recognition

MATERIALS NEEDED:

Each child should have a 3X5 inch file box, a set of alphabetical index cards, and some lined cards for his word box. If the child is reading at a low primary level OR if he shows any evidence of poor visual memory, tagboard cards 8 to 10 inches in length are preferable to index cards, as they can be used for kinesthetic practice. Cheese boxes make good file boxes for these longer cards.

PROCEDURE:

At each reading session, if the child does not know (recognize) a word as he reads, the teacher or aid writes that word on a piece of paper. If the child is reading independently, he/she may check the unknown word lightly with a pencil. After he/she has finished reading, the teacher goes over the unknown word or words with the student and helps analyze each word phonetically and discusses ways of remembering the word. The student then writes the word and, under it, an original sentence using the word. This should not be done with more than eight words in any one day. (six, if the child is reading at first-grade level). If more than eight words are missed, the eight most important should be chosen. These may be words which are on the basic word lists or words particularly important to the child's interests.

Before the next day's reading lesson, the teacher or aid types the word on one of the cards for the word box and the child's sentence on the back of the card. (Good manuscript writing can be used in place of the typing if necessary.) The cards are then placed in the front of the child's word box.

At the next reading lesson, the child takes the cards from the front of the box and reads each word and the sentence. If the word is one that can be illustrated, he may draw a small picture above the sentence to help remember the word. Pictures may be cut out of magazines and pasted on the card, also.

Because the picture and the sentence are on the back of the card rather than the front of the card, the child can check himself at any time that he wants extra practice. He simply reads each word and then turns the card over so the sentence and the picture will tell him whether or not he has read the word correctly.

Since much of the activity is being done independently, the teacher should make certain that the sentence which the child writes indicates the correct meaning of the word. The child may also wish to divide the word into syllables and spell it phonetically in writing it.

As the student goes through the cards, he places in one pile those which he can recognize without turning them over to check the sentence. He should be able to say the word within 1 to 2 seconds time. Those words which he does NOT recognize immediately, he places in another pile. He places a small check in the corner of the card above the picture or sentence containing words that he knows and a small circle on the card of each word he does not know. The child then goes through the pile of the unknown words again to see if he can work them over into the known pile.

More words will be added to the Word Box each day, but only enough to make up eight unknown words at any one time. It is important not to exceed more than eight (or six for children reading at first-grade level) words, for more than this number will decrease rather than increase the number of words the student actually learns.

The series of check marks and circles on the card provides a record for the child of exactly which words he needs to practice. When a word has three check marks in a row, thereby indicating it has been recognized for three days in succession, the student files it in his alphabetical index. If, on the other hand, a word is missed three days in a row, this is a sign that for this word the child needs to be taught by a different approach. This word probably should be taught kinesthetically.

It is suggested that ALL words that have been filed alphabetically be reviewed once in a while to determine if the child has committed them to memory.

In addition to providing necessary practice for the student, the Word Box also serves several other purposes.

1. It provides the student with a record of the number of words he has learned, thereby adding to his/her motivation.
2. It provides a record of the child's reading vocabulary which the teacher can use in future planning.
3. It provides a reference in which the child can check the spelling of words when doing creative writing.
4. The child can use the cards in creating and playing various word games.
5. It provides words for sentence-building and word-matching activities.
6. It provides the teacher and student with words to use as examples in the study of phonics and other word analysis skills.

BIBLIOTHERAPY

Bibliotherapy is the attempt to promote mental and emotional health by using reading materials to fulfill needs, relieve pressures, or help an individual in his development as a person. It is based on the principle that a reader can come to know and understand himself through empathy with characters in books. Since the highest level of the reading process consists of the application of what is read to a reader's own life, the reader can hopefully even solve his own personal problems by reading about someone who has successfully done the same.

Bibliotherapy requires more than a book and a reader. Three personality mechanisms must be present for interaction--identification, catharsis, and insight. The reader must identify with the character (s) or elements in the story. If this personal identification is impossible, vicarious identification or hero-worship may occur. Effective bibliotherapy involves the presence of personification or identity in the interaction between the reader and the book.

Catharsis is an active release of emotions and tensions, experienced vicariously or firsthand. Going another step further than identification and personification, it involves empathetic emotional reactions in relation to what the reader sees in the character (s) in the book. The reader actually can re-experience the feelings of the character (s).

Insight deals with the recognition of one's behavior, motivations. needs and problems in relation to the character (s) in the book. The reader has to recognize the differences and similarities between characters and himself, thus identifying the character's problems as his own and reacting emotionally to this identification. At that time he may undertake a course of action to solve his own problems. Unfortunately, this does not always occur.

Suggestions for materials and procedures vary but most proponents of bibliotherapy agree on the following points. Materials should be designed and selected for a child's special needs on the child's level. They should focus on the problem using a realistic approach. The character (s) should be lifelike, accurately drawn and unbiased.

The freedom of choice of materials is essential for the reader. Many choices should be offered. This pre-supposes that the teacher and librarian have worked together to identify possible needs and materials to meet those needs. Students must be able to read well and easily in a wide variety of materials. No pressure should be applied on the students, nor should book reports be required.

After the student has read the materials, the next step in procedure involves their discussion. This may commence with retelling the story, discussing incidents, describing emotions or relationships between characters. Guidance is needed often to help the student recognize, identify, and explore his feelings and reactions. Role playing, dramatization and group discussions may be required. Further assistance may come from counselors and family members. It must be noted here that not every teacher will feel qualified to use bibliotherapy.

In addition, the above procedures can be adapted for the improvement of attitudes, feelings, and personal and social values. Racial discrimination, stereotyped concepts, and disabling personality traits have been observed to change in readers of all levels. Bibliotherapy has even been effective with criminals, delinquents, neurotics and psychotics. It has been a starting point for role playing in groups of normal and disturbed people. An equally important aspect is the insight which the teacher or counselor gains concerning the problems faced by the individual or the group.

Future uses of bibliotherapy are unlimited in scope. One example is the possibility of choosing an occupation. Through reading and class discussions or group discussions the student could correlate his interests and abilities with the requirements of an occupational area.

The assessment of the results of bibliotherapy has just begun. Tests have not yet been constructed which adequately measure its effects. It has been difficult to design a testing instrument to measure the changes in behavior, identification, catharsis, and insight.

DALE'S CONE OF EXPERIENCE

Too often the learner lacks the experimental background necessary to enable him to cope with the skills, knowledge, and procedures required for reading and understanding the printed word. Therefore, the teacher of reading should move from concrete examples to abstract ideas and from active to passive activities to make the teaching-learning situation more effective.

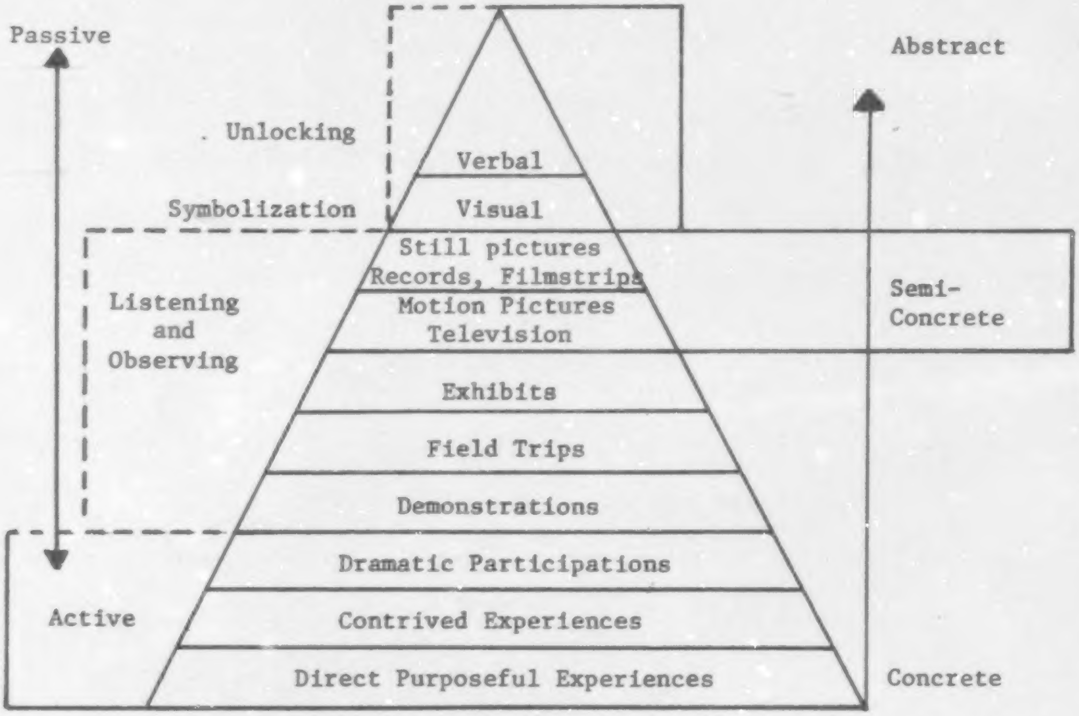
To expect the learner to read the printed word, which is at the abstract level, will be a frustrating and unproductive experience for him if he doesn't possess the necessary skills and background of experience. To help the learner possess these skills and experiences, the teacher must realize that some students learn better and gain more understanding through one modality than another or through a combination of modalities. Consequently, the teacher should provide learning situations that include auditory, visual and kinesthetic experiences.

When using concrete/active experiences in the teaching-learning situation, such activities as direct experiences, contrived experiences, dramatization, demonstration, and field trips can be undertaken whereby the learner participates mentally, emotionally, and physically. These activities permit the learner to see, hear, handle, and construct. Such activities also give him the opportunity to learn to deal with reality and to relate various experiences to his life. It is at the concrete level that the learner participates in the activity and then interprets the experience.

Although exhibits, T.V., motion pictures, filmstrips, tapes, records, etc., are less concrete in nature, each of them can be utilized to provide an effective learning experience for the student. The experence the learner may obtain from any of these forms of activities may enhance his understanding of some topic or story he later has an opportunity to read. At the semi-concrete level, the learner is chiefly an observer of the activity before he interprets the experience.

Activities which are abstract/passive in nature include interpreting symbols on maps, graphs and diagrams, and reading printed material. It is at this level that the learner is chiefly an interpreter of the material he reads.

As efficient as the printed word can be for communicating ideas, it can only be effective among those who can read and understand it. Therefore, it is only when the learner has the background, built up through multiple contacts with the most concrete kinds of experiences through experiences that are more and more abstract, that he is able to handle with understanding material presented to him in print.


Passive
Abstract
Unlocking
Symbolization
Verbal
Visual
Still pictures
Records, Filmstrips
Motion Pictures
Television
Listening and Observing
Semi-Concrete
Exhibits
Field Trips
Demonstrations
Dramatic Participations
Contrived Experiences
Direct Purposeful Experiences
Active
Concrete

IMPORTANCE OF EVALUATION

The teaching of reading has been defined as a sequential continuous progress process. In such a process, readiness for each succeeding step is deemed requisite as the reader moves ahead in the learning sequence. Evaluation of this type is viewed as being diagnostic in nature. The function of this type of evaluation is to determine the presence or absence of pre-requisite skills, determining the student's prior level of mastery, and determining alternative modes of instruction, as well as determining underlying causes of repeated learning difficulties.

The primary purpose of evaluation is to improve teaching and learning. Through evaluation, information which is needed to improve the student's learning and teaching is obtained. Clarification of significant goals and objectives of education as well as discernment of the extent to which students are reaching these goals are also facets of the evaluative process. Quality control becomes a part of evaluation. The effectiveness of each step in the teaching-learning process is examined for its effectiveness, and changes needed to assure effectiveness are determined. Alternative procedures which may also bring about the same educational goals may also be suggested as a result of evaulation procedures.

Feedback to teacher and student in regard to attainment of specific objectives is accomplished through formative evaluation. In this type of evaluation errors in the structure of teaching units can be located so that remedial alternative instruction techniques can be described.

Summative evaluation is that type of evaluation concerned with measurement of the pupil's progress at the end of a unit, semester, or year. This type of evaluation is generally norm-referenced, and, thus, is not as personalized in nature as diagnostic and formative evaluation.

DAILY EVALUATION OF LEARNER'S PROGRESS

Daily evaluation is of paramount importance because it not only allows the teacher to be constantly aware of the learner's progress, it is also an effective means for maintaining insight to the learner's strengths, weaknesses, and needs.

One procedure the teacher can utilize in making daily evaluation is direct observation. When listening is included with looking, observation is one of the best means for obtaining evidence on ability, behavior, interests, attitudes, responsibility, independence, etc. Situations can be arranged by the teacher for observing specific reading activities, behavior, etc. in which evidence is wanted. Since ability to observe accurately is essential, the following guides are offered for improving the effectiveness of observation.

1. Having a definite purpose for observation; know what you are looking for.
2. Watch for significant behavior such as a smile, frown, blush, restlessness, etc.
3. Maintain awareness of the uniqueness of the learner, i.e. his ability, potential, rate of achievement.
4. Seek evidence of progress and growth; do not overemphasize attention to negative behavior, regression, etc.
5. Be aware of your own tendencies toward prejudices or bias.
6. Analyze and summarize the evidence you collected.
7. Record the results of your observations in usable form while freshly in mind, and in terms of what actually happened.
8. Review the results of your observations at regular intervals.

To aid the teacher in obtaining concrete evidence for evaluating the learner's daily progress, well kept records ensure accurate information and serve as a reference for comparison at later intervals. Such records permit the teacher to chart the learn's progress in that they provide tangible evidence for showing where the learner came from, how much progress he has made, and where he is now.

Information obtained from evaluative records can be twofold in guiding the teacher in making instructional decisions concerning the learner. The information will not only identify the learner's strengths and weaknesses and show the teacher where instruction is needed or where emphasis should be place, it will also inform the teacher when the learner has mastered a skill and is ready to advance to a higher level of achievement.

The charts on the following page are examples of charts that can be used to evaluate a learner's progress.

INDIVIDUAL CHECK SHEET
BEGINNING AND ENDING CONSONANT SOUNDS

Student ______________________

M (Mastery)=Knows Sound
✓ =Does not know sound

Dates												
Beginning Consonants	b											
	d											
	f											
	g											
	h											
	etc.											
Ending Consonants	b											
	d											
	g											
	k											
	l											
	etc.											

CHECK SHEET FOR GROUPING
BEGINNING AND ENDING CONSONANT SOUNDS

	Beginning Consonants									Ending Consonants					
Dates															
Students	b	d	f	h	g	l	m	n		b	d	g	k	m	n

CONFERENCES

As the teaching-learning act transpires, conferences are essential. They provide an appropriate setting for the teacher-learner, teacher-parents, and reading teacher-homeroom teacher to jointly discuss the learner's progress and outcomes.

Conferences with the learner are useful for identifying current progress, analyzing problems and their possible solutions, discussing specific difficulties, clarifying evaluative standards, and deciding on the next steps toward future achievement. Teacher-learner conferences also provide an opportunity for self-analysis with the teacher's aid as well as the all important personal contact between the teacher and the learner.

Probably one of the best techniques the teacher can use in reporting the learner's progress to parents is the parent-teacher conference. It is through this face-to-face interaction that the teacher can report factually to parents with less likelihood for misunderstanding that which is reported. When conducting conferences with parents it is usually best to discuss the learner's progress and strengths before mentioning his problems or weaknesses. Since parents typically do not know the various techniques for evaluating the learner, a brief explanation about the techniques used by the teacher helps to convince the parents of the accuracy of the teacher's judgments. Consequently, by having available concrete evidence collected by a variety of techniques, the teacher can usually present a more convincing picture of the learner's progress and abilities.

There are some guidelines which the teacher should keep in mind in conducting parent-teacher conferences. First, the teacher should plan in advance the major points she wishes to cover in the conference. Second, she should conduct the conference on a professional basis. Third, she should present evaluation data in language that will be readily understood by a person not trained in statistics or educational procedures. Fourth, she should speak positively and objectively and avoid negative statements. Finally, the teacher should conclude the conference on a positive note and assure the parents that they can mutually arrange subsequent conferences.

When the reading teacher conducts conferences with the learner's homeroom teacher, the conferences should not only include discussions concerning the learner's progress and achievements, but should also include concrete suggestions and recommendations in which the homeroom teacher could help the learner improve his performance where it has been weak. As with conferences conducted with the parents, the reading teacher should explain to the homeroom teacher the various techniques and methods she used in collecting evidence about the learner's progress and abilities. Once again the reading teacher should have available tangible evidence to keep the homeroom teacher informed as to the learner's progress and enable her to utilize appropriate materials, resources, and opportunities for promoting the learner's growth and development.

SCOPE AND SEQUENCE OF SKILLS

Level 1 (K^1)

I. MOTOR SKILLS

A. Gross Motor Skills

1. Lies face down on the floor and moves to a pivot, prone position on command
2. Crawls on his/her stomach, on a given signal, a distance of 15 feet using elbows and knees for mobility
3. Creeps on hands and knees, on a given signal, a distance of 15 feet in a smooth cross-pattern movement (Note: Hands should be pointing in the direction in which the learner is moving.)
4. Walks forward and backward a distance of 20 feet in a smooth cross-pattern movement when given oral instructions
5. Runs and stops on given command
6. Assumes a feet-together position and, on given command, jumps forward as far as possible landing with feet together
7. Hops on one foot then turns and hops back on other foot a distance of 15 feet
8. Balances, on given command, on his toes to the count of five
9. Balances, on given command, on alternate feet to the count of 10
10. Climbs with ease on climbing equipment
11. Throws and catches a 9-inch ball a distance of 6 feet on the first bounce
12. Bounces and catches a 9-inch ball 10 times
13. Passes a 9-inch ball, on given command, to another child without dropping it
14. Hop-slide, on a given signal, on opposite feet
15. Skips, on a given signal, a distance of 20 feet
16. Retains his balance on a jump board while jumping
17. Walks forward, backward, and sideways in a heel-to-toe manner on balance beam
18. Runs lightly, on toes, a distance of 10 feet
19. Interprets music played on a record with freedom of movement
20. Marches to the rhythm of marching music
21. Keeps correct beat to music played on a record with rhythm instrument

B. Fine Motor Skills

1. Tracks the movement of an object with both eyes simultaneously
2. Demonstrates finger dexterity by changing the form of modeling clay
3. Strings five beads in two minutes or less
4. Holds writing instrument in good two-three finger grasp

5. Traces around templates of the four basic geometric shapes
6. Tears a piece of unlined paper, on which a line has been drawn, along the line
7. Demonstrates ability to hold scissors properly

II. PERCEPTION SKILLS

A. Visual Skills

1. Visual Perception Skills
    a. Selects his own name from among several names in print
    b. Matches and names beads of 3 primary colors
    c. Identifies the four basic geometric shapes by name
    d. Matches identical shapes in two sets of the four basic geometric shapes
    e. Identifies objects of varying sizes (big-little, tall-short, etc.)
    f. Assembles three piece puzzle with no difficulty
    g. Assembles seven piece puzzle in less than three minutes
    h. Demonstrates his/her understanding by matching like numerals in two sets of numerals.
2. Visual Memory Skills
    a. Names the animal picture when shown a second time
    b. Recalls at least 3 objects in a picture
    c. Arranges two pictures in a logical sequence

B. Auditory Skills

1. Auditory Perception Skills
    a. Identifies common sounds (clap, tap, knock, etc.)
    b. Discriminates between a series of different sounds (i.e., clap, jingle, etc.)
    c. Locates, with eyes closed, the source of a sound
    d. Reproduces spoken words of two and three syllables
    e. Identifies, from a series of spoken words, those words with the same beginning sounds
    f. Identifies, orally, from a series of spoken words with various endings, those words that are alike at the end
    g. Identifies, orally, from a series of spoken words, those words that rhyme
    h. Identifies, orally, from a variety of sounds, those sounds that are identical
2. Auditory Memory Skills
    a. Performs two different oral commands in proper sequence
    b. Repeats, exactly, a sentence of at least 5 words

III. LANGUAGE DEVELOPMENT SKILLS

A. Expressive Skills

1. Tells his first and last name given a structured or unstructured opportunity
2. Tells his age and home address given an opportunity to assist in compiling data

3. Describes several familiar objects giving two or three attributes of each
4. Tells the meaning of a simple word (i.e., guitar, motorcycle, doormat, etc)
5. Tells the source of several actions (i.e., What bounces? What slams? What turns? etc.)
6. Articulates in non-infantile language given the opportunity to ask and answer questions
7. Participates in singing and repeating the song or rhyme given the opportunity to hear songs and rhymes
8. Sings, spontaneously, phrases of songs he/she especially enjoys when in an atmosphere conducive to freedom of expression (i.e., in the homemaking center, in block play, while swinging, etc.)
9. Expresses his needs and desires when in an atmosphere conducive to freedom of expression
10. Imitates correct speech patterns of an appropriate model
11. Suggests a simple ending after having listened to the major portion of a story
12. Engages in spontaneous self-expression when in an atmosphere conducive to freedom of expression

B. Usage Skills

1. Completes an incomplete spoken sentence with an appropriate response
2. Speaks in complete sentences of at least five words given the opportunity to engage in conversation and discussion
3. Speaks clearly and plainly given opportunities for formal and informal verbal expression
4. Acts out a story/poem and makes up the appropriate dialogue when dramatizing favorite stories/poems
5. Follows simple directions appropriate to a meaningful task
6. Sits quietly and listens attentively to a story of appropriate length and interest
7. Shows respect by listening to comments and stories by classmates
8. Expresses simple ideas when engaged in discussions
9. Uses new words in voluntary conversation after hearing the words and getting meaning from the context
10. Participates, voluntarily, in discussions and conversations when in an atmosphere conducive to freedom of expression and respect for the rights of other
11. Contributes to an experience story by suggesting sentences/ideas
12. Uses personal pronouns in the correct way when talking in formal and informal situations
13. Engages in conversation with other children when in an appropriate atmosphere
14. "Reads" pictures

IV. COGNITIVE DEVELOPMENT SKILLS

A. General Skills

1. Classifies, according to size (bigger and smaller), a group of various sized objects
2. Demonstrates, on oral command, his understanding of relationships/positions by performing tasks that demonstrate the following concepts:
   a. first-last
   b. top-bottom-middle
   c. near-far
   d. up-down
   e. to-from
   f. on-under
   g. over-under
   h. left-right
   i. between
3. Tells how two items are alike and/or different
4. Groups, according to color, objects of two colors
5. Selects, when asked, the correct picture from two different sets of pictures depicting night and day
6. Counts the objects in a group and says the total number
7. Counts by rote 1-10
8. Decides which is the heavier and which is the lighter when given two objects of different weights
9. Names the body parts (nose, eyes, elbows) on a model of a child

B. Directly Related to Reading

1. Recognizes the written form of the word when dictating words to the teacher
2. Puts together letters that match words written on word cards
3. Explains the likenesses and differences of pairs of pictures on a page
4. Interprets a group of pictures by explaining what is happening in the pictures
5. Demonstrates his understanding of a spoken word by showing the picture, from a set of pictures, which the word identifies
6. Classifies a variety of objects
7. Classifies a variety of pictures
8. Recalls specific facts from a story read aloud (names of characters, main idea of story, conclusion)
9. Recalls a part of a story read aloud (the funniest part, the part you liked best. . .)
10. Gives his/her interpretation, through dramatic play, of an appropriate story read aloud
11. Reads, with the group, the words of a written experience story
12. Identifies certain simple words of an experience story by pointing to them
13. Predicts possible outcomes of a story read aloud

V. SOCIAL SKILLS

A. Group Skills

1. Plays cooperatively with other children during free and directed play
2. Participates cooperatively when playing simple games
3. Performs simple errands with no evidence of deterrents
4. Demonstrates his/her ability to play a floor game (hop scotch) by following spoken directions
5. Selects and plays a simple table game independently
6. Plans and constructs his/her design independently using appropriate materials for building (i.e., blocks, carpentry, etc.)
7. Works cooperatively with other members of a small group
8. Shares willingly with others a limited supply of materials and equipment
9. Waits his turn to participate in a group game or activity
10. Controls him/herself cooperatively when participating in a teacher-guided activity (small group instruction)

B. Individual Needs

1. Uses both a fork and a spoon in a socially acceptable manner
2. Attends to his/her needs independently given the privilege of going to the bathroom alone
3. Demonstrates, during the activities of the day, his/her ability to manage clothing by:
   a. lacing shoes
   b. distinguishing between front and back
   c. buttoning front buttons
   d. managing zippers
   e. tying shoe laces
   f. hanging clothing properly
   g. putting on coat unassisted
4. Puts his/her materials away unassisted following independent or directed activities
5. Demonstrates, during the daily experiences of the school day, recognition of his own locker (storage area) by keeping his personal possessions stored properly

SCOPE AND SEQUENCE OF SKILLS

Level 2 (K^2)

I. MOTOR SKILLS

A. Gross Motor Skills

1. Demonstrates body control, on a given command, by doing a:
    a. forward roll
    b. log roll
    c. backward roll
    d. wheelbarrow walk
    e. crab walk
2. Demonstrates body control by jumping over a swaying rope six consecutive times

B. Fine Motor Skills

1. Demonstrates, using a book appropriate for the age/interest, his skill at holding the book and turning the pages in an acceptable manner
2. Traces the cross and oval-shaped templates
3. Demonstrates his ability to draw a simple house on a piece of paper
4. Writes, in manuscript, a minimum of five capital letters using paper and pencil
5. Writes, in manuscript, the capital letters in his name using the appropriate materials
6. Demonstrates, using a pattern, his/her ability to write, in manuscript, his/her first name
7. Writes, using appropriate materials his/her first name in manuscript, using capital and lower case letters

II. PERCEPTION SKILLS

A. Visual Skills

1. Visual Perception Skills
    a. Matches, according to size, different objects of the same size
    b. Says the name of numeral cards one through ten
    c. Matches capital and lower case letters
    d. Points to a specified letter among both capital and lower case letters
    e. Indicates the beginning letter of each word in a set of word cards
    f. Separates and matches those capital and lower case letters that have similar forms: Cc, Kk, Oo, Ss, Vv, Ww, Xx, Zz
    g. Names the initial consonants of words in a set of word cards

2. Visual Memory Skills
    a. Recalls the correct color sequence in a three-color sequence shown for a designated time
    b. Arranges, in the proper sequence, a series of three pictures

B. Auditory Skills
1. Auditory Perception Skills
    a. Circles the picture, on a worksheet with a variety of pictures, that has the same beginning sound as the spoken key word
    b. Circles the pictures, in a series of pictures, that has the same rhyming sound
    c. Repeats the two words which are the same from a series of three spoken words
    d. Indicates which of three sounds is different
    e. Tells which word is the longer/shorter in a set of spoken words such as girl-grandmother
2. Auditory Memory Skills
    a. Duplicates, exactly, a clapped rhythmic pattern
    b. Obeys a series of commands using 4 different prepositions (i.e., in the chair, behind the chair, under the chair, beside the chair)

III. LANGUAGE DEVELOPMENT SKILLS

A. Expressive Skills/Usage
1. Explains the meaning of the sentences by pointing to the pictures which the sentences describe when given four pictures depicting specific conditions and two sentences, to be read orally, that describe two of the pictures (i.e., The ball hit the man. The man hit the ball.)
2. Tells events in sequence after listening to a story

IV. COGNITIVE DEVELOPMENT SKILLS

A. General Skills
1. Points, when asked, to the correct coin in a set of coins (dime, nickel, penny)

B. Directly Related to Reading
1. Demonstrates his ability to identify simple sight words by pointing to certain words in a list spoken by the teacher

SCOPE AND SEQUENCE OF SKILLS

Level 3 (K^3)

I. MOTOR SKILLS

A. Gross Motor Skills
   1. Walks forward on balance beam while eyes are focused on a given target
   2. Jumps a rope 5 times consecutively
   3. Jumps from a board 12 inches high and lands on his toes

B. Fine Motor Skills
   1. Traces geometric shapes using templates (diamonds, star)
   2. Demonstrates his/her ability by cutting along a straight line with scissors
   3. Folds a piece of paper according to directions

II. PERCEPTION SKILLS

A. Visual Skills
   1. Visual Perception Skills
      a. Matches, according to size, the four basic geometric shapes in various sizes
      b. Traces the outlines of animals on a worksheet
      c. Points to the last letter of each word in a set of words
      d. Circles words, in a list of words, that have the same first and last letter
      e. Separates from a set of capital and lower case letters, those letter forms that are slightly different: Ii, Jj, Ll, Pp, Tt, and Yy
      f. Separates and matches from a set of capital and lower case letters, those letters that are greatly different: Aa, Bb, Dd, Ff, Gg, Hh, Mm, Nn, Qq, and Rr
      g. Names the initial consonant of each word in a set of cards containing different words
      h. Points to and tells the name of the final consonant of each word in a group of words ending in a consonant
      i. Matches a list of words and a set of pictures
      j. Points out the likenesses and differences in the configuration of words and/or phrases
   2. Visual Memory Skills
      a. Reproduces, from memory, a simple design presented on a card
      b. Reproduces a three-part design presented on a card
      c. Circles word on worksheet to match word on card

B. Auditory Skills
  1. Auditory Perception Skills
    a. Identifies the number of sounds in a word spoken by the teacher
    b. Identifies the vowel sound: ō, ā, and ē in spoken words
  2. Auditory Memory Skills
    a. Repeats correctly a series of seven numbers: 4632192
    b. Answers a set of questions related to a short story read by the teacher

III. LANGUAGE DEVELOPMENT SKILLS

A. Expressive Skills/Usage
  1. Tells his/her birthday (month-date) to assist in the development of classroom calendar

IV. COGNITIVE DEVELOPMENT SKILLS

A. General Skills
  1. Says the number that follows another number given by the teacher (1-10)
  2. Counts a group of objects from 1-10 in consecutive order
  3. Names, orally, both the upper and lower case letters of the alphabet

B. Directly Related to Reading
  1. Places the correct word cards with the appropriate pictures
  2. Makes inferences about a story read orally by stating why certain events happened

SCOPE AND SEQUENCE OF SKILLS

Level 4 (PP^1)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills
   1. Pronounces an appropriate list of words from a reading textbook
   2. Pronounces a list of sight words from the Dolch list

B. Word Meaning and Usage
   1. Responds with a word of opposite meaning from oral words
   2. Selects the name or names to which pronouns refer in a selection containing pronouns and a list of nouns

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills
   1. Names correctly the following alphabet cards: t, n, p, m, l, h, b, f, j, r, d, c, and g
   2. Chooses pictures with the same initial consonants: t, n, p, m, l, h, b, f, r, d, c, and g, as orally presented words
   3. Identifies the letters t, p, n, m, l, b, f, r, and d; and selects the correct pictures whose names contain the final sound of these letters
   4. Matches pictures with corresponding rhyming words
   5. Identifies those oral words which contain long vowel sounds and those which contain short vowel sounds

B. Structural Analysis Skills
   1. Matches the capital and lower case forms of the same letter
   2. Identifies like words beginning with capital and lower case letters
   3. Matches a picture with a correct beginning letter sound and makes a sentence indicating knowledge of meaning

III. COMPREHENSION SKILLS

A. Finding the Main Idea
   1. Identifies the main idea of a picture story
   2. Recalls the main happenings of a story read by the teacher

B. Locating Details
   1. Answers specific questions related to the details of a picture
   2. Identifies the speaker of a picture involving a situation and conversation
   3. Answers questions related to the inferential interpretation of a picture

C. Sequencing
    1. Arranges a set of pictures, which tell a story, in the correct sequence
    2. Tells the sequential order of main events of a story read by the teacher

IV. STUDY SKILLS

A. Following Directions
    1. Responds appropriately to short phrases of oral instructions
    2. Explains the steps necessary to prepare food (chocolate sundae, strawberry shortcake) from illustrative pictures
    3. Reads and responds correctly to simple written instructions

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
    1. Reads a short selection orally using a conversational tone
    2. Reads a selection orally observing the following punctuation marks: period, quotation mark, comma, question mark, and exclamation mark
    3. Reads a selection orally from left to right

B. Silent Reading Skills
    1. Reads a selection silently with a minimum amount of head movement, finger pointing, verbalizing, or lip movement

SCOPE AND SEQUENCE OF SKILLS

Level 5-6 (PP$^{2-3}$)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills
1. Pronounces words from textbook
2. Pronounces the Dolch words

B. Word Meaning and Usage
1. Identifies the correct verb form in an incomplete sentence that contains a verb
2. Identifies pronoun referents using context and picture clues
3. Identifies words necessary to complete the meaning in an incomplete selection read

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills
1. Changes the initial consonant of a spoken word to make a different word
2. Identifies pictures whose names rhyme when names are spoken by the teacher
3. Writes the final consonant letter that is heard when the teacher pronounces the name of the picture
4. Identifies, from pictures of objects, the names of those objects whose names begin with ch, sh, wh, th
5. Identifies simple sight words that contain long and short vowel sounds

B. Structural Analysis Skills
1. Identifies the plural form(s) of words
2. Tells what the plural form of a word means
3. Identifies simple contractions by using picture clues
4. Chooses the correct form of er or ing to complete the meaning of a spoken word
5. Identifies the root word for words ending in er and ing

III. COMPREHENSION SKILLS

A. Finding the Main Idea
1. Identifies the main idea of a short written selection

B. Locating Details
1. Answers specific questions related to a selection read
2. Identifies the main speaker in a selection read

3. Reads a short selection and selects the correct pictures from a set of related pictures that answer questions about the selection

C. Sequencing
1. Numbers events in sequential order from a selection read
2. Arranges in sequential order pictures that tell a story

D. Inferring
1. Selects from a series of related pictures the one that best illustrates a logical conclusion to a story read by the teacher
2. Associates pictures of new words with the new words

IV. STUDY SKILLS

A. Following Directions
1. Follows oral directions
2. Follows accurately a worksheet with simple written directions

B. Locating Information
1. Locates title and page number in Table of Contents of a specific story

C. Organizing Information
1. Classifies a list of simple words into categories by meaning

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
1. Reads a selection orally and uses a conversational tone
2. Reads a selection orally observing the following punctuation marks: period, quotation marks, comma, question mark and exclamation point
3. Reads a selection from left to right

B. Silent Reading Skills
1. Reads a selection silently with a minimum amount of head movement, finger pointing, verbalizing, or lip movement

SCOPE AND SEQUENCE OF SKILLS

Level 7 (Primer)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills

1. Pronounces the words from a list of sight vocabulary appropriate at this level
2. Pronounces words from a list of sight vocabulary words appropriate at this level from the Dolch list

B. Word Meaning and Usage

1. Indicates the synonym for the given words or phrases
2. Indicates the antonym for the given words or phrases
3. Selects the best word for completing sentences, using context clues
4. Identifies sentences in which a multiple meaning word has the same meaning from appropriate sentences
5. Identifies information provided from sentences containing what, when, or why

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills

1. Identifies from pictures of objects the following letter sounds z, w, v, y, s, k, soft c (s), g (j)
2. Identifies pictures of objects and writes the letter that represents the following ending sounds: t, p, n, m, l, x, b, f, r, d
3. Matches the picture whose name rhymes with the given word
4. Writes the correct consonant blend below pictures of objects whose name begins with one of the following consonant blends: bl, pl, st, br, gr, fr, fl, dr, sm, cr, sc, pr
5. Identifies verbs with the ed ending according to the sound (t, d, ed)
6. Identifies the vowel sound of y when it is the only vowel in a word from a list of words
7. Recognizes sound-symbol relationships of the following consonant digraphs: ch, sh, th, wh; by selecting the digraph heard at the beginning of a picture's name
8. Makes different words from a list of words and initial consonants
9. Distinguishes short vowels after hearing words pronounced
10. Distinguishes long vowels after hearing words pronounced
11. Distinguishes vowel-consonant-final e pattern after hearing words pronounced
12. Distinguishes vowel-double L pattern after hearing words pronounced

B. Structural Analysis Skills
   1. Identifies the two words which formed the given compound word
   2. Identifies those pictures whose names are either the plural or singular form of nouns
   3. Selects the appropriate verb ending form (s, ed, ing) to complete the meaning of an incomplete sentence
   4. Matches the two words which form each contraction given in a list
   5. Identifies the question mark as a punctuation signal by raising his/her voice at the question signal during directed reading
   6. Identifies words that name objects as nouns from a group of words
   7. Circles action words as verbs in short sentences
   8. Circles words that tell how as adverbs in sentences
   9. Circles descriptive words as adjectives in sentences

III. COMPREHENSION SKILLS

A. Finding the Main Idea
   1. Identifies the main idea in a selection

B. Locating Details
   1. Reads and identifies the speaker of a selection
   2. Reads and answers questions related to a selection

C. Sequencing
   1. Reads a selection and arranges in sequential order a group of sentences describing the story

D. Inferring
   1. Answers a set of inference questions related to a selection
   2. Identifies sentences that by inference might be a continuation of a story read aloud

E. Critical Reading
   1. Reads a selection and answers questions about it by drawing conclusions
   2. Identifies the sentences in a selection that express mood
   3. Demonstrates recognition of cause and effect by identifying the effect of a given action
   4. Distinguishes between fact and fiction by identifying the sentences that could or could not be true from several sentences

IV. STUDY SKILLS

A. Following Directions
   1. Follows simple written directions independently
   2. Follows simple oral directions independently

B. Locating Information
  1. Finds the answers to a list of questions about a selection
  2. Tells the page on which a specific story can be found from the table of contents in an appropriate book
  3. Identifies specific details on a simple map

C. Organizing Information
  1. Groups words under pre-determined categories from a list of appropriate words
  2. Arranges words in alphabetical order from a list of appropriate words
  3. Classifies the phrases according to their meaning from a list of phrases

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
  1. Reads a sentence extending from one line to the next orally, observing punctuation
  2. Reads a selection orally using conversational tone

B. Silent Reading Skills
  1. Reads a selection with a minimum amount of head movement, pointing, or verbalizing
  2. Scans a story silently to find specific information

SCOPE AND SEQUENCE OF SKILLS

Level 8 (1)

I. VOCABULARY SKILLS

A. Sight Vocabulary

1. Pronounces, on sight, vocabulary words from the reading text appropriate at this level
2. Pronounces, on sight, vocabulary words appropriate at this level for reading in content area
3. Pronounces the vocabulary words appropriate at this level from the Dolch list

B. Word Meaning and Usage

1. Demonstrates understanding of multiple meaning of words
2. Uses consonant substitution and context clues in order to read the sentence correctly (using new words with known phonograms)
3. Substitutes appropriate pronouns for a list of nouns
4. Writes the correct response to several "who" and "what" questions
5. Uses meaning of known words to unlock new words in a selection

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills

1. Chooses the correct vowel card for words which are presented orally
2. Identifies the words in a list that rhyme
3. Makes new words by adding initial consonants to a list of phonograms
4. Identifies from a list of words, the words which contain silent consonants
5. Identifies from a given list of words, the words where c represents the s or k sound
6. Identifies the $\bar{\text{long}}$ $\bar{\text{vowel}}$ sound from words containing ai, ay, ea, oa, and ee
7. Identifies the blends heard orally at the beginning of each word in a list
8. Identifies the digraph heard orally in each word from a list

B. Structural Analysis Skills

1. Selects the appropriate word ending in s, ed or er to complete the sentence meaning
2. Matches from columns of words, those appropriate to form compound words

3. Chooses appropriate contraction for sentence meaning
4. Writes the words represented by each contraction
5. Identifies nouns in plural form
6. Writes the number of syllables heard in multi-syllable words
7. Adds appropriate ending -ing or -ed to complete the meaning of the sentence
8. Underlines the compound words from a list of selected words
9. Chooses words which belong to common word families

III. COMPREHENSION SKILLS

A. Finding the Main Idea
   1. Circles the letter of the statement which best expresses the main idea of the story
   2. Identifies important happenings in a given story

B. Locating Details
   1. Identifies the speaker in a reading selection
   2. Answers specific questions from a given selection
   3. Underlines the sentence that is a supporting detail to to the main idea in a given reading selection

C. Sequencing
   1. Numbers the story events in the order in which they happened
   2. Tells orally the sequence of events in a short selection

D. Inferring
   1. Draws conclusions about what might happen from given facts
   2. Relates experiences of learner with happenings in the selection
   3. Explains why certain things happened in a given selection

E. Critical Reading
   1. Distinguishes orally fact from fantasy
   2. Identifies the cause and effect in given sentences
   3. Draws a logical conclusion from previously read facts

F. Literary Appreciation
   1. Checks the humorous sentences and underlines those lacking humor
   2. Tells a short story in his own words
   3. Illustrates the action of a given story by role playing

IV. STUDY SKILLS

A. Following Directions
   1. Follows a simple set of written directions
   2. Follows a simple set of oral directions

B. Locating Information
   1. Answers a set of questions orally from a given reading selection
   2. Writes the beginning page of a story using the table of contents
   3. Writes words in alphabetical order which have different initial letters
   4. Reads the sentence which answers simple questions about a story

C. Organizing Information
   1. Lists phrases under the appropriate topic

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
   1. Reads orally with expression, using correct phrasing and observing punctuation marks
   2. Reads orally at his Independent Reading Level approximately 60 words per minute

B. Silent Reading Skills
   1. Reads without lip movement, finger pointing, head movement, or vocalization
   2. Reads silently at Independent Reading Level at approximately 60 words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 9 (2^1)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills

1. Pronounces a given list of sight vocabulary words from the reading text
2. Pronounces a given list of sight vocabulary words from the content areas
3. Pronounces a given list of sight vocabulary words from the Dolch list
4. Matches a given list of vocabulary words with distinct configuration and a set of corresponding word forms

B. Word Meaning and Usage

1. Identifies who, what, and where in given appropriate sentence phrases
2. Matches given descriptive sentences and characters known to him/her

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills

1. Identifies c when it represents s or k sounds in given words containing c
2. Identifies s when it represents s or z sounds in given words containing s
3. Identifies hard g as in good and soft g as in gentle in given words containing g
4. Identifies the letter(s) c, k, and ck when they represent the k sound in given words containing the k sound
5. Identifies the single sounds which are represented by double letters
6. Makes words using given phonograms with:
    a. single initial consonants
    b. consonant blends
    c. consonant digraphs
7. Identifies short, long, and r controlled vowel sounds in a given list of words
8. Identifies the long i sound in a given list of words
9. Identifies silent letters (such as gh) in given words
10. Identifies the vowel sound of a as in all and saw in given words
11. Identifies the following blends: dw, cr, sm, tw, sc, and pr, in given words
12. Underlines the letter combination nt, nk, and nd representing the sounds in given words

13. Underlines the ng sound in given words, some of which contain the consonant digraph ng
14. Selects a rhyming word to complete the given phrase with an incomplete rhyme
15. Determines whether y represents the long i or the short i in given words

B. Structural Analysis Skills
   1. Identifies the root words in given words with prefixes a, be, and un
   2. Identifies the root words in given words with suffixes er, ing, s, ed, and es
   3. Writes the plural form of given words by adding s or es
   4. Adds s or 's to the nouns to complete the meaning of the given sentences containing appropriate nouns
   5. Completes given sentences with comparative words such as big, bigger, and biggest from a list
   6. Writes the two words represented by each given contraction
   7. Matches two given columns of words to form compound words
   8. Chooses the correct compound word from a list to complete the given incomplete sentence
   9. Counts the number of syllables in given multi-syllable words
   10. Identifies the root words in given words whose forms have been changed by doubling final consonants and adding a suffix
   11. Identifies the number of syllables heard in given one and two syllable words
   12. Demonstrates understanding of the comma as a punctuation mark by reading orally
   13. Demonstrates understanding of quotation marks as punctuation clues by orally reading a given paragraph
   14. Arranges a given group of words in alphabetical order
   15. Matches words which rhyme on two given columns of words

III. COMPREHENSION SKILLS

A. Finding the Main Idea
   1. Indicates the statement which best expresses the main idea of a story
   2. States a good title after reading a story

B. Locating Details
   1. Identifies details related to the main idea of a given story
   2. Identifies the time and place of a given story
   3. Identifies words which describe the main character of a given story
   4. Identifies the problem in a given story

C. Sequencing
   1. Numbers the story events in the order they happened
   2. Identifies a specific way main characters are different after reading a selection

E. Critical Reading
   1. Compares the two main characters after reading a selection

   2. Identifies a specific way main characters are different after reading a selection

F. Appreciation
   1. Dramatizes a story
   2. Illustrates a story

IV. STUDY SKILLS

A. Following Directions
   1. Follows written directions
   2. Follows oral directions

B. Locating Information
   1. Identifies a given book's title, author, and publisher
   2. Identifies a unit and the story titles using a given text
   3. Scans a given story for specific information
   4. Locates the answers to questions related to a given map
   5. Locates specified words in a picture dictionary
   6. Finds answers to questions related to a given picture graph

C. Organizing Information
   1. Writes given words with different initial letters in alphabetical order
   2. Classifies given words by meaning and function

D. Utilizing Information
   1. Uses information from a given picture dictionary to write sentences
   2. Answers questions related to a given map or graph

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
   1. Reads a given selection orally in a conversational tone
   2. Reads a given selection with correct intonation to show he is observing punctuation
   3. Reads a given selection clearly and distinctly
   4. Reads given material orally at Independent Reading Level at approximately 70 words per minute

B. Silent Reading Skills
   1. Reads a given selection silently without lip movement, finger pointing, and head movements
   2. Reads given material silently at Independent Reading Level at approximately 70 words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 10 (2^2)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills
   1. Pronounces a given list of vocabulary words
   2. Pronounces given vocabulary words appropriate for reading in the content area
   3. Pronounces words given from the Dolch list appropriate for this level

B. Word Meaning and Usage
   1. Identifies pronouns and their referents using an appropriate activity
   2. Identifies phrases that answer who, what, when, and where in given sentence phrases
   3. Identifies antonyms in given pairs of appropriate words
   4. Identifies homonyms in given pairs of appropriate words

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills
   1. Underlines the given words containing silent consonants
   2. Underlines the silent letters in given words
   3. Identifies short, long, and r-controlled vowel sounds in given list of appropriate words
   4. Identifies words containing the long vowel sound and the vowel which represents that sound in given appropriate words
   5. Identifies the letter combinations (i followed by gh; a followed by l or w; or a preceded by w) in a given list of one-syllable words and pictures whose names contain those letter combinations
   6. Identifies the words that rhyme in a given list of appropriate words and writes additional ones
   7. Identifies the correct diphthong ew, ow, or ou in given appropriate words that contain those diphthongs
   8. Adds two-letter consonant blends to given appropriate phonograms to make words to complete sentence meaning

B. Structural Analysis Skills
   1. Adds s or es to words to make noun plural forms in given sentences to complete the meaning
   2. Adds appropriate suffixes to words in given sentences to complete the meaning

3. Writes the root words for given words in which the y is changed to i and es is added
4. Adds s or 's to appropriate nouns to complete the meaning of given sentences
5. Identifies the root words of given words with prefixes dis- and re-
6. Writes the words which the given contractions represent
7. Divides any given two-syllable words
8. Identifies the single words which make up compound words
9. Indicates where commas should be used in given sentences
10. Arranges given words in alphabetical order
11. Identifies the rhyming words in a given poem
12. Chooses nouns, verbs, adverbs, or adjectives to complete given sentences

III. COMPREHENSION SKILLS

A. Finding the Main Idea

1. Identifies the summarizing sentence in a given paragraph
2. Selects the best title from a given selection of titles for a given story

B. Locating Details

1. Identifies the time, place, and appearance of the character in a given selection
2. Identifies supporting details related to the main idea in a given selection
3. Identifies the problem of a given story

C. Sequencing

1. Numbers given events from a story in the order of occurrence

D. Inferring

1. Identifies the feelings of a character in a given story
2. Identifies the motives of a character in a given story
3. Identifies traits which describe the main character in a given selection
4. Writes an alternative ending based on the events of a given story

E. Critical Reading

1. Distinguishes between statements of fantasy and fact in a given selection
2. Identifies the cause and effect relationship in a given selection
3. Matches characters and described traits

F. Appreciation Skills

1. Tells a story in his/her own words, after reading the story
2. Identifies with the characters by relating the story and the characters to his/her own experience

IV. STUDY SKILLS

A. Following Directions
   1. Follows given oral directions
   2. Follows given written directions

B. Locating Information
   1. Identifies story titles in a given book
   2. Locates specified words in a simple dictionary
   3. Answers questions pertaining to a given picture graph
   4. Traces a path on a map using given written directions

C. Organizing Information
   1. Classifies a given list of words according to meaning
   2. Writes given words in alphabetical sequence to the second letter

D. Utilizing Information
   1. Uses information from given maps and graphs to write factual sentences
   2. Uses information from given maps and graphs to give oral reports

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
   1. Reads a given selection in conversational tone to convey moods
   2. Reads a given selection with correct intonation, observing punctuation marks
   3. Reads given material at Independent Reading Level at approximately seventy words per minute

B. Silent Reading Skills
   1. Reads a given selection silently without lip movement or finger pointing
   2. Scans a given selection to find a particular item
   3. Reads given material at Independent Reading Level at approximately seventy words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 11 (3^1)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills
   1. Reads orally a list of sight vocabulary words appropriate at this level of reading
   2. Reads orally a list of sight vocabulary words for reading in content areas
   3. Reads orally a list of sight vocabulary words from the Dolch List
   4. Matches a list of sight vocabulary words with distinct configuration and a set of corresponding word forms

B. Word Meaning and Usage
   1. Identifies the single words within compound words
   2. Completes sentences with an appropriate compound word to complete the meaning
   3. Identifies pairs of antonyms and homonyms
   4. Identifies pairs of synonyms
   5. Identifies phrases which answer the question HOW? using appropriate activities
   6. Substitutes personal nouns for designated nouns
   7. Matches homophones and appropriate pictures

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills
   1. Identifies the s sound or the k sound in words containing the letter c
   2. Identifies the s or z sounds in words containing the letter s
   3. Identifies the g or j sound in words containing the letter g
   4. Identifies the k sound in words containing the letter and combination of c, k, and ck
   5. Identifies the long and short vowel sounds heard in one-syllable words read orally
   6. Identifies long and short vowel sounds heard in words which contain the following:
      a. vowel combinations of ai, ay, ea, oa, and ee
      b. one vowel at the end of a word or syllable
      c. a vowel followed by a consonant and a final e
      d. one consonant preceded by final le
      e. two consonants followed by a final e
   7. Identifies the thr, str, scr, blends in a list of words
   8. Identifies, in a list of words, the silent letters in the following letter combinations: mb, kn, wr, bt, gn, tch
   9. Associates pictures of guide words which contain the like oo sound
   10. Identifies the letter or letters which produce the f sound in appropriate words
   11. Identifies the r controlled vowel sounds in appropriate words

12. Identifies words containing the diphthongs oi and oy in appropriate words which contain the sound of guide words
13. Supplies the appropriate rhyming word to complete the meaning of the rhyme

B. Structural Analysis Skills
1. Identifies the accented syllable of two-syllable words
2. Identifies the root words and the suffixes in words with the suffixes -ness, -ful, -able, -less, -ward, -ment, and -en
3. Identifies letters which make root words plural
4. Chooses the correct word to complete the meaning of each sentence given a choice of comparative words such as big, bigger, and biggest
5. Changes the spelling of root words to add to the endings -er, -ed, -en, and -ing
6. Writes the singular form of words ending in y, preceded by a consonant, pluralized by changing y to i and adding es
7. Writes contractions for the words I am, does not, she will, he is, do not, I will, it is, she is
8. Divides two-syllable words
9. Indicates the number of syllables heard in one, two, and three-syllable words

III. COMPREHENSION SKILLS

A. Finding the Main Idea
1. Indicates the statement which best expresses the main idea of a story when given a selection to read
2. Writes, in his own words, a title for the story that has been read silently
3. Identifies the generalizations which best match the main idea of the story when given a story to read and generalize

B. Locating Details
1. Identifies details related to the main idea when given a selection to read
2. Identifies time and place of the story

C. Sequencing
1. Numbers summarizing sentences of paragraphs in the order they occurred in the story
2. Tells the sequence of the story

D. Inferring
1. Recognizes motives of the characters after reading a story
2. Identifies character traits of the main character after reading a selection
3. Identifies the emotions of the characters after reading a story
4. Writes an alternate ending based on the events of the story

5. Predicts what the main character will be doing ten years from now after reading a story
6. Compares or contrasts statements and ideas related in a story

E. Critical Reading
1. Identifies the given statements of fact and opinion
2. Identifies those statements that relate to the events of the story
3. Identifies the anachronisms in a historical reading

F. Appreciation
1. Tells the story in his/her own words
2. Dramatizes story that has been read
3. Illustrates his/her reaction after reading a story
4. Identifies with characters by relating story and characters to his/her own experiences

IV. STUDY SKILLS

A. Following Directions
1. Follows written directions
2. Follows oral directions

B. Locating Information
1. Identifies the page on which a story begins using the Table of Contents
2. Locates page numbers of entry words using a simplified dictionary
3. Writes the correct meanings of designated words using a simplified dictionary
4. Answers locational questions using a simple picture map
5. Writes words in alphabetical sequence to the second letter
6. Traces a path on a map using written directions

C. Organizing Information
1. Classifies words according to meaning or function
2. Classifies material in categories for outlining

D. Utilizing Information
1. Writes factual sentences using information from maps and graphs
2. Gives oral reports using information from maps and graphs and appropriate titles

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
1. Reads orally in a conversational tone to convey moods
2. Reads with correct intonation to show he/she is observing punctuation
3. Participates in role playing appropriate to the story
4. Reads material at Independent Reading Level at approximately ninety words per minute

B. Silent Reading Skills
   1. Reads silently without lip movement or finger pointing
   2. Scans material to find a particular item
   3. Reads material at the Independent Reading Level at approximately one hundred-twenty words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 12 (3^2)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills

1. Reads orally vocabulary words appropriate at this level for reading
2. Reads orally vocabulary words from the content areas
3. Reads orally words from the Dolch List

B. Word Meaning and Usage

1. Identifies antonyms, homonyms, and synonyms in appropriate pairs of words
2. Identifies phrases that answer who, what, where, and how
3. Identifies the correct word in pairs of homophones such as ate and eight to complete sentences.
4. Identifies the correct meaning of the homographs in pairs of words such as bāss and băss to complete sentences.

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills

1. Identifies the k and s sounds made by the letter c in appropriate words
2. Identifies the z and s sounds made by the letter s in appropriate words
3. Identifies the hard g and soft g (j) sounds made by the letter g in appropriate words
4. Identifies the k sound made by the letters c, ck, and k in appropriate words
5. Identifies the long and short vowel sounds in one-syllable words
6. Identifies silent consonants in appropriate words
7. Groups correctly words containing the sound of oo under the guide words foot and boot
8. Identifies the letters and combinations of letters that make the f sound in appropriate words
9. Identifies the words containing the qu sound in appropriate words
10. Identifies the dipthongs in appropriate words
11. Circles the consonant blends str, scr, thr, spr, shr, and spl in a list as appropriate words are pronounced orally
12. Writes another sentence in which the last word rhymes with the last word of the given sentence

B. Structural Analysis Skills
  1. Identifies one, two, and three-syllable words
  2. Divides two-syllable words into syllables
  3. Identifies the accented syllable in two-syllable words
  4. Writes root words and suffixes (-teen, -ty, -ward, -able, or -ship) of given words
  5. Adds appropriate prefixes im-, un-, ex-, and mis- to complete the root word in a sentence
  6. Adds s or 's to underlined nouns to complete the meaning of the sentence containing these words
  7. Chooses the correct form of comparative words such as big, bigger, biggest to complete the meaning of the sentence
  8. Changes the spelling of root words to add the ending -er, -ed, or -ing
  9. Writes contractions from pairs of words
  10. Makes compound words from appropriate words to complete the meaning of sentences
  11. Forms plural words by adding -s, -es to root words
  12. Supplies the missing noun, verb, adverb, or adjective to complete sentences
  13. Identifies the passage enclosed by quotation marks in a selection

III. COMPREHENSION SKILLS

A. Finding the Main Idea
  1. Selects an appropriate title after reading a story
  2. Indicates the statement which best expresses the main idea of a story
  3. Identifies details which support the main idea of a story
  4. Identifies the generalizations which best match the main idea of a story
  5. Identifies appropriate sub-titles after reading a story

B. Locating Details
  1. Identifies the time and place of a story
  2. Identifies the statement(s) that best describe the problem(s) in the story

C. Sequencing
  1. Numbers paragraphs in order of occurrence when presented in random order
  2. Retells events in order after reading a story silently

D. Inferring
  1. Identifies the problem in a story
  2. Identifies motives of the characters in a story
  3. Identifies character traits of the main character in a selection
  4. Identifies emotions of the characters in a story
  5. Writes an alternate ending based on the events of a story
  6. Predicts what the main character will be doing ten years from now after reading a story

E. Critical Reading
  1. Distinguishes statements of fact from statements of opinion
  2. Identifies those statements in a list of probable statements related to the events of a story
  3. Recognizes cause and effect relationships in a story
  4. Identifies anachronisms in a historical reading

F. Appreciation
  1. Tells a story in his/her own words
  2. Identifies with the characters by relating a story and characters to his/her own experiences
  3. Dramatizes a story read

IV. STUDY SKILLS

A. Following Directions
  1. Follows written directions
  2. Follows oral directions

B. Locating Information
  1. Writes words with the same initial letter in alphabetical sequence
  2. Locates assigned words using a simplified dictionary
  3. Writes the correct meaning for designated words using a simplified dictionary
  4. Writes in order, from a list, the words included on a dictionary page under specified guide words
  5. Answers questions using information on a picture graph
  6. Traces a path on a map using written directions

C. Organizing Information
  1. Classifies words according to meaning
  2. Writes appropriate words in alphabetical order to the second letter
  3. Classifies material under categories for outlining

D. Utilizing Information
  1. Writes factual sentences using information from maps and graphs
  2. Gives oral reports using information from maps and graphs

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
  1. Reads a selection orally in a conversational tone to convey moods
  2. Reads a selection with correct intonation to show that he/she is observing punctuation
  3. Reads material at the Independent Reading Level at approximately ninety words per minute

B. Silent Reading Skills
   1. Reads a selection silently without lip movement or finger pointing
   2. Scans material to find a particular item
   3. Reads material at the Independent Reading Level at approximately one hundred-twenty words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 13 (4^1)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills

1. Says a list of vocabulary words orally
2. Says a list of vocabulary words within a content area orally

B. Word Meaning and Usage

1. Selects the correct interpretation of figurative language found in sentences
2. Selects the meanings of words from a list of selected words
3. Chooses the appropriate words to complete the sentences from a list of words that have multiple meanings
4. Underlines the homophones in a given list of sentences containing homophones
5. Matches the homograph associated with the two given definitions for that homograph
6. Underlines the homonyms in given sentences containing homonyms
7. Selects the correct meaning of words with the suffixes of -ly, -ful, -less, -en, -est, and -able.

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills

1. Marks the vowel sound heard in accented syllables from a list of words
2. Circles each word which contains one of the following blends in the initial position: spr, scr, thr, str, shr, spl, from a list of selected words
3. Underlines words containing the schwa sound from a selected list of words

B. Structural Analysis Skills

1. Chooses the appropriate words which complete the sentences from a given list of compound words
2. Marks the number of syllables found in each word from a given list of words
3. Divides words into syllables and identifies the accented syllable from a list of multi-syllable words, some having one or two consonants preceding a final le
4. Circles the root words and selects the correct definition of the words from a list of selected words

5. Adds the endings er, ing, and ed, to a given list of selected root words
6. Selects the appropriate suffix for each root word to complete sentences from a list of selected suffixes
7. Selects the appropriate prefix for each root word to complete sentences from a list of selected prefixes
8. Circles the affixes and underlines the root words from a given list of selected words
9. Divides the words into syllables and marks the primary accented syllables in each word from a given list of selected words containing prefixes and suffixes
10. Forms the following contractions: isn't, I've, you've, we've, it's, what's, and can't from a given list of selected words in groups
11. Writes the abbreviation for each given word from a list of selected words
12. Reads the list of words whose plurals are irregular and forms the plurals
13. Writes two sentences using a given pair of homographs correctly
14. Indicates the reasons for the use of quotation marks found in sentences containing quotation marks

III. COMPREHENSION SKILLS

A. Finding the Main Idea

1. States in writing the main idea of a given paragraph
2. Selects the best title for a given story
3. Selects the generalization which relates to the given story
4. Selects the appropriate subtitles for a given titled story

B. Locating Details

1. States in writing the problem within a given story
2. States in writing the time and place of a given story
3. Matches details to the main idea of a given story

C. Sequencing

1. States the action that occurred first in a given set of sentences mixed in sequence
2. Sequences the paragraphs in a given story with paragraphs in random order
3. Identifies the proper order of sequence of sentences from a biographical paragraph

D. Inferring

1. Selects the motive associated with a given story character
2. Underlines statements indicating personal traits in a given story
3. Selects character traits associated with a given character
4. States the emotions or feelings expressed in specific sentences in a given story
5. Selects emotions associated with a designated story character

6. Selects the appropriate ending which is inferred from a given list of possible sentence endings
7. Writes an ending to a given incomplete story
8. Selects the correct meanings of the idioms found in given sentences
9. Chooses the appropriate sentence which represents the logical conclusion for each given statement

E. Critical Reading
1. Circles the probable statements from a given story and a given list of probable and improbable statements relating to the story
2. Distinguishes between statements of fact and opinion in a given story
3. Selects the appropriate cause and effect relationship in a given selection containing cause and effect
4. Lists the anachronisms found in a given historical paragraph

F. Literary Skills
1. Completes sentences ending in like or as with similes
2. Distinguishes between titles which suggest fanciful and true stories
3. Marks exaggerations in given sentences containing exaggerations
4. Identifies overstatements, myths, and fables in given selections
5. Chooses the meaning of a given fable
6. Explains the humorous elements in a given humorous situation

G. Appreciation
1. Responds orally to questions related to the appreciation of various aspects of the story of a given book
2. Demonstrates knowledge of the author's style by responding to a stated set of questions related to a given book

IV. STUDY SKILLS

A. Following Directions
1. Follows a given set of oral directions
2. Follows a given set of written directions

B. Locating Information
1. Writes the words in alphabetical sequence to the third letter from a given list of words with the same two initial letters
2. Selects the definition of a given word in context, using a dictionary entry
3. Chooses words which would appear between two given guide words on a dictionary page, from a given list of words
4. Responds correctly to a set of questions by reading a given products map and legend
5. Indicates whether given titles are fiction, non-fiction, or biography
6. Answers related questions by reading a given bar graph

C. Organizing Information
   1. Writes a classification heading using the given words, which are alike in some way
   2. Writes the second subheading being given a factual paragraph and a partially completed outline with a topic heading and one subheading

D. Utilizing Information
   1. Answers a set of questions related to a given specific kind of map
   2. Uses information from given maps or bar graphs to write a related paragraph

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
   1. Reads orally in a conversational tone, observing punctuation marks
   2. Reads orally to convey mood and pace from a given selection
   3. Reads a given selection orally at Independent Reading Level at approximately 120 words per minute

B. Silent Reading Skills
   1. Scans silently a given reading selection to find a specific item
   2. Reads a given selection silently at Independent Reading Level at approximately 150 words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 14 (4^2)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills
   1. Says orally a given list of vocabulary words
   2. Says orally a given list of vocabulary words within a content area

B. Word Meaning and Usage
   1. Chooses the correct homograph to complete sentences
   2. Distinguishes between antonyms and synonyms from a given list of selected words
   3. Matches the correct synonym from a given list to each key word
   4. Matches the correct antonym from a given list to each key word.
   5. Underlines the sentences containing metaphors in a given group of sentences
   6. Circles similes and chooses words or phrases that explain the meaning of the similes in the given group of sentences
   7. Selects the correct word to complete incomplete analogies

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills
   1. Circles the vowels making the schwa sound in a given list of words
   2. Rewrites a given list of phonetically spelled words in correct spelling
   3. Matches a given list of words containing the diphthongs ou and ow with the sounds
   4. Circles the vowels making the oo, ew, ue, and ui sounds in a given list of words
   5. Marks the long and short vowels in a given list of words ending in e

B. Structural Analysis Skills
   1. Marks the primary accent syllables in a given list of multi-syllable words
   2. Divides a given list of multi-syllable words into syllables
   3. Writes the words the given contractions he'd and he's represent
   4. Selects the appropriate given suffixes: -ous, -y, -tion, and -est, to complete the sentences

5. Selects the appropriate given prefixes: pre-, fore-, non-, and co-, to complete the sentences
6. Indicates the reasons for the use of quotation marks found in given sentences

III. COMPREHENSION SKILLS

A. Finding the Main Idea

1. Selects the statement that best states the main idea of a given reading selection
2. Selects the generalization that best relates to the title of a given story
3. Chooses a statement that best states the main idea of a given story

B. Locating Details

1. Lists details that support the given main idea of a paragraph
2. Underlines the phrase that best describes the setting of a given story

C. Sequencing

1. Numbers the sentences in a given biographical paragraph in the order in which they happened
2. Sequences the paragraphs in a given story with paragraphs in random order

D. Inferring

1. Selects the words related to the character's emotions in a given word list from a story
2. Lists personal traits of the story character in a given story
3. Writes an appropriate ending to a given incomplete story
4. Selects the motive of a story character from a given list of motives

E. Critical Reading

1. Lists the anachronisms in a given historical paragraph
2. States the implied cause and effect relationships in given sentences
3. Marks the probable statements from given probable and improbable statements from a story
4. Distinguishes between fact and opinion in given statements

F. Literary Skills

1. Reads a poem and a list of comparisons and matches an item found in the poem to its comparison
2. Writes a sentence indicating the author's viewpoint in a given poem

3. Underlines a statement that summarizes the main idea of a given myth
4. Answers a set of questions related to the humor expressed in a given humorous epitaph
5. Underlines a nonsense phrase in a given limerick
6. Circles the metaphors in a given poem

G. Appreciation
1. Responds orally to a set of questions related to appreciation of various aspects of a given reading selection
2. Responds orally to a set of questions related to the author's style of a given reading selection

IV. STUDY SKILLS

A. Following Directions
1. Follows given oral directions
2. Reads and follows the given written directions

B. Locating Information
1. Writes the answers to a set of questions using entry words and subheadings
2. States if words in a given list are book titles, authors, or topics
3. Matches an encyclopedia topic which relates to the given question
4. Finds the distance between several given points on a given map, using a ruler and the scale
5. Answers related questions about a given products map
6. Answers related questions about a given circle graph
7. Identifies specific geographical features on a given map of a country or continent
8. Writes words in alphabetical sequence to the third letter from a list of words with the same two initial letters
9. Selects the definition of a word given in context, using a dictionary entry
10. Alphabetizes a given list of words with the same three initial letters

C. Organizing Information
1. Writes a classification heading for a given list of words that are alike in some way
2. Completes an outline for a given factual selection
3. Identifies the title, author, and subject cards from a given card catalog

D. Utilizing Information
1. Answers a set of questions related to a given specific kind of a map
2. Writes a related paragraph using information from given maps or bar graphs

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills

1. Reads orally a given selection in a conversational tone, observing punctuation marks
2. Reads orally a given selection to convey mood and pace
3. Reads orally a given selection at Independent Reading Level at approximately 120 words per minute

B. Silent Reading Skills

1. Scans silently a given selection to find a specific item
2. Reads a given selection silently and adjusts rate of reading to difficulty level of material
3. Reads a given selection silently at Independent Reading Level at approximately 150 words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 15 (5^1)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills

1. Says a list of vocabulary words orally
2. Says a list of vocabulary words within a content area orally

B. Word Meanings and Usage

1. Selects the correct interpretation of figurative expressions from a list of phrases
2. Identifies idiomatic phrases from a selection
3. Chooses the correct synonym for the given word from a list
4. Chooses the correct antonym for the given word from a list of selected words
5. Distinguishes between pairs of antonyms and synonyms by choosing the appropriate pairs from a list of words
6. Chooses the appropriate words to complete the sentences from a list of homonyms
7. Identifies the meaning of designated words in a selection by using context clues
8. Provides the definition of the homograph used in a sentence
9. Lists the similes in a selection
10. Forms acronyms from a list of familiar long names

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills

1. Rewrites the words in correct spelling from a list of words spelled phonetically
2. Makes the necessary spelling changes to form the plurals of the given words

B. Structural Analysis Skills

1. Identifies, by listing, the compound words from a list of words
2. Chooses the appropriate word to complete the sentence from a list of selected ly words
3. Lists the root word of each word given in a list of selected words
4. Chooses the appropriate word to complete the sentences from a list of predetermined affixes
5. Adds a suffix to the selected appropriate words from a list of words
6. Chooses the appropriate word to complete the sentence from a list of words containing prefixes
7. Divides the words into syllables and indicates by marking the primary and secondary stresses from a list of multi-syllable words
8. Chooses the appropriate ending sound from the d, t, or ed sounds
9. Indicates the hard and the soft ch sounds in a list of words containing the ch sound
10. Identifies the silent consonants by underlining them in each word from a list

11. Selects the blends by underlining them in each word from a list containing blends
12. Identifies the vowel digraph by marking them in each word from a list of words containing vowel digraphs
13. Writes the correct abbreviation for each word from a list of predetermined words
14. Distinguishes between the contractions of it is and it has and the possessive form of it by selecting the appropriate word to complete the sentence
15. Lists the nouns in a reading selection
16. Choose the correct definitions for each verb from a list of verbs
17. Selects the correct verb form to complete the sentence from a list of verb forms
18. Selects the appropriate adverb or adjective to complete the sentence from a list of adverbs and adjectives

III. COMPREHENSION SKILLS

A. Finding the Main Idea

1. Selects the topic sentence of a story
2. Selects the relevant sub-ideas in a paragraph by listing them

B. Locating Details

1. Selects the details of setting from a story
2. Selects the supporting details in a selection
3. Selects the clue words which tell that one thing happened before another in a selection

C. Sequencing

1. Arranges material in sequence from a list of sentences from a selection
2. Arranges in correct sequence the steps needed to perform a simple task
3. Arranges the sentences in the proper order from a group of nonsequential sentences

D. Inferring

1. Answers questions about the implied meaning of a sentence containing an implied meaning
2. Selects the phrase that states the implied meaning of an idiom from a selection
3. Selects the implied viewpoints of the characters in a story
4. Selects from a list the motive of the story character
5. Matches a list of personal traits with a list of the characters in a story

E. Critical Reading

1. Selects the statement which supports the evidence found in a story from a list of statements
2. Selects probable statements from a list of probable and improbable statements
3. Selects the sentences directly related to the topic of a story

F. Literary Skills
   1. Distinguish between fact and opinion in a selection
   2. Selects the statement that suggests the best ending for an incomplete story from a list of possible endings
   3. Underlines the exaggerated phrases in a sentence containing exaggerations
   4. Identifies the sensory images associated with a given passage from a short passage containing sensory images
   5. Selects the words which fit the mood conveyed from a list of words
   6. Recognizes the personification and names the object personified in a literary selection containing personification
   7. Selects the simile from a sentence containing a simile
   8. Identifies the phrases that contain vivid language from a selection of poetry
   9. Selects the moral of the fable from a list
   10. Indicates and chooses the parts of the selection which are factual, fanciful or a combination of both
   11. Identifies cause and effect from a specific list containing causes and effects

G. Appreciation
   1. Responds, in writing, to a stated set of questions related to appreciation of a literary selection
   2. Indicates appreciation of the author's style by responding orally to a stated set of questions about a literary selection

IV. STUDY SKILLS

A. Following Directions
   1. Follows a set of oral directions
   2. Follows a set of written directions

B. Locating Information
   1. Lists words under the appropriate guide words from a list of words having the same first three letters
   2. Responds correctly to questions related to names of streets and places by reading a map
   3. States the topic under which the answer to a question could be found in an encyclopedia
   4. States the two Dewey Decimal numbers between which each book title will be classified
   5. States the location of subheadings in an index
   6. Interprets the bar graph by answering a set of questions
   7. Identifies and locates events using the time line
   8. Identifies a source to use in finding a specific item from a list of sources of information
   9. Identifies the guide words, word origins, word meanings and parts of speech from a dictionary

C. Organizing Information
   1. Selects appropriate subtopics from a factual selection
   2. Selects a corresponding subtitle for a paragraph

D. Utilizing Information
   1. Selects the best paraphrase for a reading selection
   2. Writes a short paragraph from information from specific references

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
   1. Reads a selection orally in a conversational tone
   2. Reads a selection orally to convey mood and pace
   3. Reads a selection orally at Independent Reading Level at approximately 120 words per minute

B. Silent Reading Skills
   1. Scans a selection silently to find and name a specific item
   2. Reads a selection silently and adjusts his rate of reading to the difficulty level of materials
   3. Reads a selection silently at Independent Reading Level at approximately 170 words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 16´ (5^2)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills
   1. Says vocabulary words orally
   2. Says vocabulary words within a content area orally

B. Word Meaning and Usage
   1. Chooses the appropriate synonym or antonym for the selected words
   2. Chooses the appropriate homonym to complete the sentences
   3. Chooses the correct definitions of a homograph

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills
   1. Rewrites a list of words spelled phonetically in correct spelling
   2. Underlines the vowels making the schwa sound contained in a list of words
   3. Distinguishes between the words which contain blends and digraphs from a list of words containing blends and digraphs
   4. Underlines the silent letters in a list of words

B. Structural Analysis Skills
   1. Writes the correct abbreviations for words in a list
   2. Matches the English derivatives to a list of Latin and Greek words
   3. Selects the appropriate prefix from a list to fit the context of the sentence and completes the sentence
   4. Selects the appropriate suffix from a list to fit the context of the sentence and completes the sentence
   5. Divides the multi-syllable words into syllables and marks the accented syllable using the rules of syllabication.

III. COMPREHENSION SKILLS

A. Finding the Main Idea
   1. Selects the statement which best states the main idea
   2. Lists the relevant sub-ideas found in a paragraph

B. Locating Details
   1. Selects the facts found in a selection from a list of words
   2. Lists the relevant details in a reading selection

C. Sequencing
  1. Selects the word that indicates what happened first in a reading selection
  2. Arranges statements in proper order of sequence from a selection with paragraphs in random order
  3. Arranges statements in logical order from a paragraph describing how to perform a task

D. Inferring
  1. Selects the implied meaning of a sentence
  2. Selects the phrase that states the implied meaning of the idiom
  3. Selects the implied viewpoints of the characters in a story

E. Critical Reading
  1. Selects the statement which supports the evidence found in the story
  2. Chooses the sentences which relate to the topic
  3. Selects the exaggerated phrases from a list of phrases
  4. Identifies sensory phrases contained in sentences
  5. Chooses the words which fit the mood expressed in a paragraph
  6. Identifies cause and effect in sentences
  7. Chooses the best statement of the author's purpose in a reading selection

F. Literary Skills
  1. Recognizes personification and names the object personified in a literary selection
  2. Selects the similes from sentences containing similes
  3. Selects the sentence that states the meaning of the proverb
  4. Selects sentences in which irony and sarcasm are found
  5. Selects the sentences containing clichés
  6. Paraphrases a list of sentences identifying the implied cause and effect

G. Appreciation
  1. Responds orally to a stated set of questions related to appreciation of a literary selection
  2. Indicates appreciation of the author's style in a literary selection by responding orally to a stated set of questions

IV. STUDY SKILLS

A. Following Directions
  1. Follows a set of oral directions
  2. Follows a set of written directions

B. Locating Information
  1. Identifies the correct meaning of the underlined words using the context of the sentence
  2. Responds to questions related to map directions using a map

3. Identifies facts, found in a list, by using an encyclopedia
4. States the Dewey Decimal numbers between which a list of book titles will be classified
5. Indicates subheadings in an encyclopedia
6. Answers questions orally related to a time line
7. Answers, in writing, a set of questions related to a specific diagram
8. Answers, in writing, a set of questions about the telephone directory
9. Examines sources of information and states the best source for solving the selected problems
10. Interprets the line graph by answering a set of questions about the graph

C. Organizing Information
1. Writes the subtopics of the paragraph
2. Selects the subtitle that corresponds with the given paragraph
3. Selects the best summary statement for a reading selection from a list
4. Completes the headings in an outline

D. Utilizing Information
1. List the statements which do not relate to a paragraph
2. Writes a short paragraph from a specific reference

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
1. Reads the selection orally in a conversational tone, observing punctuation marks
2. Reads the selection orally to convey mood and pace

B. Silent Reading Skills
1. Scans a selection silently to find and name a specific item
2. Reads silently and adjusts his rate of reading to the difficulty level of the material
3. Reads a selection silently at Independent Reading Level at approximately 170 words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 17 (6^1)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills
   1. Says a list of vocabulary words orally
   2. Says a list of vocabulary words orally within a content area

B. Word Meaning and Usage
   1. Identifies figurative language in a list of sentences
   2. Uses the context clues in a list of sentences to define underlined words
   3. Identifies and defines homographs in phrases
   4. Lists and identifies similes and the metaphors in sentences
   5. Matches a list of foreign words and their definitions with their English derivatives
   6. Distinguishes between pairs of antonyms and synonyms by choosing the appropriate pairs from a list of selected words
   7. Matches a list of coined words with the appropriate definitions
   8. Lists whether technical terms are related to science, math, or social studies

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills
   1. Spells a list of phonetically spelled words correctly using a pronunciation key
   2. Selects the letters making the schwa sound from a list of selected words
   3. Matches pairs of rhyming words from two sets of words
   4. Identifies the words containing the sh sound from a list of selected words
   5. Indicates when the letters gh or ph represent the f or silent sound in a list of words

B. Structural Analysis Skills
   1. Divides a group of words into syllables and marks the primary accent at the appropriate syllable
   2. Chooses the appropriate -ly word to complete the sentence from a list of words
   3. Writes the root words in given words

4. Matches the following suffixes: -ist, -ic, -ical, -ary, -ery, -ance, -ence, -most, -cy, -ancy, -acy, -uise, -ster, and -ous; with the appropriate word from a list of selected words and chooses its correct definition
5. Matches the following prefixes: inter-, fore-, sub-, im-, in-, poly-, anti-, and ante-; with the appropriate words from a list of selected words and chooses their correct definition
6. Writes the correct abbreviation for the following words: et cetera, governor, president, vice-president, secretary, treasurer, senator, and representative
7. Identifies appropriate descriptive adjectives for a list of nouns.

III. COMPREHENSION SKILLS

A. Finding the Main Idea

1. Selects the phrase that best expresses the main idea of a paragraph
2. Lists the relevant sub-ideas that support the main idea of a paragraph

B. Locating Details

1. Identifies, in writing, the relationship of specific details to each other
2. Identifies, in writing, the relationship of specific details to the main idea in a passage

C. Sequencing

1. Places set of directions in proper sequence
2. Arranges a series of random order phrases so they make a complete sentence
3. Selects that part of a sentence which tells what happened first

D. Inferring

1. Underlines the phrase containing the implied meaning of a selected sentence
2. Identifies idioms from a selection containing idioms and tells their meanings
3. States the author's point of view concerning the main character of a selection
4. Underlines the statement supported by evidence in a selection

E. Critical Reading

1. Lists cause and effect illustrated in sentences
2. Selects the most appropriate conclusion from a list of possible conclusions for a paragraph and gives supporting evidence
3. Underlines the sentence containing an exaggeration in a paragraph
4. Marks the clue words that indicate incorrect generalizations in a paragraph

5. Marks fact or fiction by each of a list of sentences
6. Marks statements of fact or opinion beside each of a list of sentences
7. Matches sensory words to lists of descriptive phrases
8. States the specific mood illustrated in a paragraph

F. Literary Skills
1. Identifies from literary selections the following: a fable, a tall tale, a biography, or an encyclopedia entry
2. Underlines sentence(s) within a short paragraph in which personification appears and states the name of the object personified
3. Identifies the phrase within a paragraph containing a simile
4. Underlines bias words in a list of sentences
5. Marks sentences within a selection containing irony and sarcastic phrases
6. Selects the sentence that best states the meaning of a proverb
7. Identifies the sentence which contains an absurdity

G. Appreciation
1. Expresses appreciation of humor by selecting the correct punch line of a specific joke
2. Responds orally to a stated series of questions dealing with appreciation of a book read
3. Expresses appreciation of the author's style by answering orally a stated series of questions about the passage read
4. Selects reading materials and reads for enjoyment

IV. STUDY SKILLS

A. Following Directions
1. Follows a copy of written directions
2. Follows a set of oral directions

B. Locating Information
1. Answers a series of questions about road travel using a simple road map
2. Places words under the appropriate pairs of dictionary guide words
3. Selects the correct meaning from the dictionary entry of a word given in context
4. Identifies statements which can be found in an encyclopedia
5. Locates the correct subheading of an encyclopedia topic under which the answers to a set of questions could be found
6. Assigns the appropriate number to each of a list of book titles using the Dewey Decimal or Library of Congress classification

7. Answers questions about channels, time of television programs, and types of shows using appropriate reading material

C. Organizing Information
1. Rewrites a paragraph into outline form using a topic heading and three subheadings
2. Underlines the topic sentence, circles the body of the paragraph, and underlines the summary sentence within a paragraph
3. Answers specific questions about an example of a footnote or a bibliographic entry.

D. Utilizing Information
1. Arranges a list of book titles into bibliographical order
2. Uses information from reference material to write a report

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
1. Reads a passage orally, using a conversational tone and observing punctuation marks to convey mood and pace
2. Reads a selection orally on Independent Reading Level at approximately 150 words per minute

B. Silent Reading Skills
1. Scans a selection to find a specific item
2. Demonstrates the ability to adjust silent reading rate to the difficulty level of the selection read
3. Reads a selection silently on the Independent Reading Level at approximately 245 words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 18 (6^2)

I. VOCABULARY SKILLS

- A. Sight Vocabulary Skills
  1. Says a list of vocabulary words orally
  2. Says a list of vocabulary words within a content area orally
- B. Word Meaning and Usage
  1. Distinguishes between synonyms and antonyms from a list of selected words
  2. Matches list of coined words with explanations
  3. Substitutes a word for the archaic word found in each of a group of sentences

II. WORD ATTACK SKILLS

- A. Phonic Analysis Skills
  1. Spells a list of phonetically spelled words correctly using a pronunciation key
  2. Identifies a list of words from an encyclopedia which are phonetically spelled
  3. Matches from a list of words those words which rhyme
  4. Changes the initial blend of each word in a list of words to another blend or digraph to form a new word
  5. Marks the accented syllable of each word in a list of words
  6. Marks the syllables containing primary and secondary accents of a group of words
  7. Identifies the vowels of a list of words and marks the first vowel as a long or short vowel sound, or neither
- B. Structural Elements
  1. Rearranges a group of scrambled word parts to form a word
  2. Writes the abbreviations of a list of words
  3. Matches a list of foreign words and their definitions to their English derivatives
  4. Divides words containing vowel digraphs into syllables

III. COMPREHENSION SKILLS

- A. Finding the Main Idea
  1. Identifies the main idea of a factual paragraph

2. Writes the main idea in own words of a factual paragraph in which the main idea is implied

B. Locating Details
   1. States the facts found in a factual paragraph
   2. Underlines the statement that best describes the setting of a story

C. Sequencing
   1. Arranges random phrases to make a complete sentence
   2. Underlines that part of a statement which tells what happened first

D. Inferring
   1. Answers questions related to the implied meanings of a paragraph
   2. Underlines and explains the implied meaning of idioms found in a selection
   3. Selects the author's point of view of a character from a selection in which differing points of view are implied
   4. Matches lists of pairs of sentences describing the same character sympathetically or in a derogatory manner
   5. Selects the statements for which supporting evidence is found in a selection

E. Critical Reading
   1. Marks the phrases within a selection which contain exaggerations
   2. Identifies questionable information within a paragraph and gives a source of verification
   3. Selects the appropriate sensory words from a list to complete sentences
   4. Distinguishes between fact and opinion in a group of sentences

F. Literary Skills
   1. States the point of view of a verse
   2. Circles bias words within a paragraph
   3. Classifies similes and metaphors in sentences
   4. Tells the object personified in a specific poem
   5. Matches figurative statements with their implied meaning in sentences
   6. Underlines an absurd statement in an anecdote
   7. Paraphrases a statement
   8. Underlines bias words in several statements
   9. Matches the definitions of a legend, a tale, and a myth with an example of each
   10. States list of terms used in drama

G. Appreciation
   1. Reads a book and responds orally to a stated series of questions related to appreciation
   2. Expresses appreciation of the author's style by responding to a stated series of questions

3. Selects a variety of reading materials and reads for enjoyment

IV. STUDY SKILLS

A. Following Directions
1. Follows a set of written directions
2. Follows a set of oral directions

B. Locating Information
1. Selects the correct meaning for a word by comparing the word in context and several dictionary entries for that word
2. Answers specific questions by using a map of the Western Hemisphere
3. Interprets and answers orally questions about map symbols
4. Answers questions about a specific area using an area map
5. Identifies several statements of factual materials which can be found in an encyclopedia
6. Locates the correct subheadings of an encyclopedia topic under which the answers to the questions could be found
7. Assigns between which numbers a list of book titles would be classified using the Dewey Decimal or Library of Congress classification
8. Translates the temperatures at given intervals to a temperature table using the information from a bar graph with a floating axis
9. Answers questions related to an airline schedule
10. Selects the correct answers related to a circle graph

C. Organizing Information
1. Organizes a factual paragraph into outline form
2. Underlines the topic sentence, circles the body of the paragraph, and underlines the summary sentence of a specific paragraph

D. Utilizing Information
1. Answers specific questions about examples of a footnote and a bibliographic entry
2. Uses information from reference material to write a report about a topic that had to be researched

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
1. Reads a passage orally in a conversational tone
2. Reads a story orally conveying the appropriate mood and pace
3. Reads a selection orally on Independent Reading Level at approximately 150 words per minute

B. Silent Reading Skills
   1. Scans a selection to find an item
   2. Demonstrates the ability to adjust silent reading rate to the difficulty level of the material
   3. Reads a selection silently on Independent Reading Level at approximately 245 words per minute

LEARNER'S BEHAVIORS

SCOPE AND SEQUENCE FORMAT

SCOPE AND SEQUENCE OF SKILLS

Level 19 (7)

I. VOCABULARY SKILLS

A. Sight Vocabulary Skills

1. Pronounces, on sight, a vocabulary word list appropriate for this level
2. Pronounces, on sight, a list of content area vocabulary words appropriate for this level

B. Word Meaning and Usage

1. Matches corresponding definitions with their newspaper terms
2. Matches definitions of words having different meanings in different subject areas with the appropriate subject area
3. Arranges words sequentially that range in meaning from general to specific
4. Identifies words that do not belong from given words with similar meaning
5. Identifies palindromes in a given selection and uses them as models for writing others
6. Underlines archaic words in given sentences and substitutes commonly used words
7. Classifies a list of jargon words under the proper headings
8. Rewrites slang expressions, substituting formal language

II. WORD ATTACK SKILLS

A. Phonic Analysis Skills

1. Rewrites phonetically spelled paragraph in correct spelling
2. Writes regularly spelled words phonetically

B. Structural Analysis Skills

1. Matches combining word forms: bio-, mono-, audio-,-scribe , aqua-, and auto-, with their definitions
2. Matches a list of suffixes: -gram, -cide, -ible, -ess, -meter, -ative, and the combining word forms with the proper definitions
3. Decodes unfamiliar words containing suffixes and prefixes, using a list of the suffixes and prefixes and their meanings
4. Identifies prefixes and/or suffixes as meaningful word units from Greek or Latin

III. COMPREHENSION SKILLS

A. Finding the Main Idea
   1. Determines the implied meanings in a reading selection and rephrases these
   2. Identifies the main idea and details supporting the main idea in a reading selection
   3. Identifies relevant subideas and details

B. Locating Details
   1. Identifies the setting of a reading selection and cites supporting details
   2. Expands given details in a reading selection into a brief narrative
   3. Gives possible sources of the author's information that expresses a historical point of view

C. Sequencing
   1. Arranges a list of events into sequential order
   2. Arranges the sequence of ideas in a passage read

D. Inferring
   1. Writes the words which describe the emotion portrayed in a passage read
   2. Identifies the unstated meanings in a selection read

E. Critical Reading
   1. Identifies statements of superstition in a reading selection
   2. Distinguishes between statements of fact and opinion in a reading selection
   3. States a specific meaning for phrases that have a literal or a figurative meaning
   4. Identifies humor in a reading selection
   5. Identifies and analyzes satirical cartoons and answers questions relating to them
   6. Identifies the word(s) indicating flashback(s) in a reading selection
   7. Identifies clues in a story that foreshadow events
   8. Determines if propaganda in a newspaper ad is pro or con and indicates the specific propaganda technique used
   9. Identifies irony in reading selections
   10. Analyzes details of sensory imagery in a reading selection

F. Literary Skills
   1. Identifies and explains the double meanings of puns
   2. Identifies and restates clichés in formal language
   3. Identifies similes in a paragraph
   4. Identifies the setting of a poem
   5. Selects descriptive words relating to the main character in a poetry selection
   6. Matches specific words with the corresponding definitions used in a poetry selection

7. Uses punctuation marks as a guide for distinguishing between lines and sentences in a poem read orally
8. Identifies the rhyme pattern in each of several poems
9 Identifies metaphors in a stanza of poetry
10. Identifies any words that are examples of alliteration in lines of poetry
11. Explains the relationship between the title and text of a poem
12. Explains the author's logical purpose for writing a poem
13. Indicates the use of poetic license in a stanza of poetry
14. Identifies contrasting moods in two different poems
15. Answers questions relating to the content of a recorded or live folk song
16. Identifies the poetic form of a: cinquain, couplet, haiku, sonnet, and limerick
17. Writes a poem containing some of the following elements: verse, feet, meter, and rhyme scheme
18. Identifies the ballad from an example of a ballad and another poem
19. Identifies characteristics of a myth and a classical hero and cites examples of both
20. Identifies the theme of a fictional reading selection
21. Distinguishes between biography and autobiography and gives examples of each
22. Identifies personification in poetry, stories of fantasy and stories of realism, using other examples given as models
23. Identifies the elements of a short story
24. Identifies the characteristics of a legend and can select a legend from a collection of other literary forms

G. Appreciation
   1. Demonstrates appreciation of a book read by responding to a stated set of questions
   2. Demonstrates appreciation of the author's style by responding to a stated set of questions about a book read
   3. Chooses a variety of material and reads for pleasure during free time.

IV. STUDY SKILLS

A. Following directions
   1. Follows oral directions
   2. Follows written directions

B. Locating Information
   1. Analyzes charts, diagrams, drawings, graphs, and maps and matches a set of statements to the item that offers the best source of information
   2. Analyzes the want ad section of a newspaper and answers questions related to the information found in the ads

3. Analyzes a baseball standings chart and answers questions related to the information found in the chart
4. Analyzes a daily weather map and answers questions concerning information on the map.
5. Answers questions about specific information (author, title, subject) included on cards from a library card catalog
6. Locates specific information by skimming a reading selection

C. Organizing Information
   [illegible]ssifies scientific words into specific categories
   [illegible] simple outline from a reading selection
   [illegible] well-organized notes from a content area reading [illegible]ion

D. [illegible] information
   [illegible] proper form to footnote references in a report ([illegible]ing examples supplied as a guide)
   2. [illegible]piles a bibliography for a report (using the guide supplied)
   3. Uses the SQ3R approach (Survey, Question, Read, Recite, Review) as a study technique

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
   1. Reads a poetic selection orally, pacing his reading to convey appropriate mood
   2. Reads orally at the Independent Reading Level at approximately 150 words per minute

B. Silent Reading Skills
   1. Adjusts silent reading rate according to the difficulty level of the material
   2. Reads silently at the Independent Reading Level at approximately 300 words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 20 (8)

I. VOCABULARY SKILLS

- A. Sight Vocabulary Skills
    1. Pronounces, on sight, each word correctly on a list of vocabulary words appropriate for this level
    2. Pronounces, on sight, each word correctly on a list of content area words appropriate for this level

- B. Word Meaning and Usage
    1. Underlines the words or phrases that are neologisms found in sentences
    2. Identifies hackneyed expressions in appropriate sentences
    3. Substitutes common meanings for euphemisms found in sentences
    4. Indicates the palindromes in a list of appropriate numerals, words, phrases, or other expressions
    5. Matches medical affixes to the given definitions and writes a word for each affix
    6. Matches given definitions to a list of theatrical terms such as "tragedy," "comedy," and "drama."
    7. Identifies synonyms and antonyms in given pairs of words

II. WORD ATTACK SKILLS

- A. Phonic Analysis Skills
    1. Respells phonetically a list of regularly spelled words
    2. Rewrites in correct spelling a phonetically spelled paragraph

- B. Structural Analysis Skills
    1. Matches each given prefix: micro-, contra-, peri-, inter-, and omni-, with an appropriate root word and defines the resulting word
    2. Matches each given suffix: -ology, -al, -archy, -fic, and -eer, with an appropriate root word and defines each resulting word
    3. Writes the meaning of each given combined word form

III. COMPREHENSION SKILLS

- A. Finding the main idea
    1. Identifies the main idea in a reading selection
    2. Lists supporting ideas for a given reading selection and main idea

- B. Locating Details
    1. Notes the significant details as he/she reads a given paragraph
    2. Expands given significant details into a brief narration from a given paragraph

C. Sequencing
   1. Arranges a given list of events in sequential order
   2. Arranges in chronological order a given group of sentences that are "out of order in time"

D. Inferring
   1. Identifies the implied emotion in a group of sentences containing implied emotion
   2. Infers details from a given cartoon
   3. Indentifies character traits from sentences containing implied character traits

E. Critical Reading
   1. Writes a brief situation containing a flashback from a given question

F. Literary Skills
   1. Identifies proverbs, parables, and fables when given examples of each
   2. Identifies puns in given sentences and tells why they are funny
   3. Completes partial phrases with a cliché
   4. Identifies and analyzes biased headlines on a given page from a newspaper, indicating whether they are pro or con
   5. Defines and gives examples for the following terms: fiction, biography, non-fiction, drama, and poetry
   6. Identifies the three main divisions (introduction, body, and conclusion) of a prose selection
   7. Compares two written selections on the same subject by different authors by noting style of writing, viewpoint expressed, the way the topic is developed, and other likenesses or differences between the two
   8. Writes a short story using the structure of prose, after being instructed about the structure
   9. Identifies each concurrently running theme in a given poem
   10. Identifies anecdotes from incidents given
   11. Paraphrases each given literal statement
   12. Paraphrases each given figurative statement
   13. Identifies words that are examples of assonance in given lines of poetry
   14. Answers questions related to given examples of metaphoric language in poetry
   15. Answers questions related to the personification found in a given poem
   16. Answers questions based on stated or implied viewpoints of the authors of two related poems
   17. Answers questions about how the poet uses poetic justice in a given poem
   18. Identifies the rhyme scheme or pattern in a given poem
   19. Identifies the stressed syllables by scanning a given line of poetry
   20. Restates a given poem in prose
   21. Matches given words from a poem with their definitions

22. Identifies which of several given stories are science fiction
23. Recognizes symbolism in given reading material

G. Appreciation
  1. Expresses appreciation of a given book read through response to a stated set of questions
  2. Expresses appreciation of author's style in a given literary selection through response to a stated set of questions
  3. Relates a given reading assignment to his/her personal experiences

IV. STUDY SKILLS

A. Following Directions
  1. Follows oral directions
  2. Follows written directions appropriate for this level

B. Locating Information
  1. Answers questions related to information found on given card catalog cards
  2. Matches sources of information to a given list of topics
  3. Finds synonyms for each given vocabulary word in a thesaurus

C. Organizing Information
  1. Arranges given topics and sub-topics as they would appear in an index
  2. Outlines a given reading selection
  3. Takes well-organized notes during a brief lecture

D. Utilizing Information
  1. Writes on a given subject from a basic outline
  2. Uses proper documentation and footnotes (following examples supplied)

V. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
  1. Reads a given selection of poetry orally with feeling, observing punctuation
  2. Reads orally a given selection at Independent Reading Level at approximately 150 words per minute

B. Silent Reading Skills
  1. Adjusts rate of reading to difficulty level of a given selection
  2. Reads given material on the appropriate level silently at approximately 300 words per minute

SCOPE AND SEQUENCE OF SKILLS

Level 21 (9)

I. CONTINUING ATTENTION TO ABILITIES PREVIOUSLY OUTLINED K-8 GRADES

II. VOCABULARY SKILLS

A. Sight Vocabulary Skills

1. Pronounces orally sight words appropriate at the secondary level for reading/language arts
2. Pronounces orally sight words appropriate at the secondary level for reading in the various content areas

B. Word Meaning and Usage

1. Uses context clues to define an unfamiliar word in sentences
2. Writes the meaning of specific words that have been modified by the addition of prefixes and suffixes from a list of prefixes and suffixes and their definitions
3. Writes the definition of specific words based on the interpretation of the roots which have been derived from other languages
4. Defines specific word meanings by reference to the dictionary
5. Identifies specific word meanings by studying word origins
6. Writes the definition of specific words based on a study of synonyms, antonyms, and homonyms
7. Writes the definition of a specified word, which has multiple meanings, based on his knowledge of contextual clues
8. Writes the multiple meanings of words based on the addition and/or deletion of prefixes and suffixes
9. Writes multiple meanings of words identified through the interpretation from roots
10. Selects the correct synonym, antonym, or homonym, for words with multiple meanings in context
11. Matches emotions from a provided list with the implied emotions depicted in chosen paragraphs
12. Writes other appropriate words using Rogets Thesaurus for underlined descriptive emotional words in a passage
13. Writes a literal paraphrase of the following figures of speech: similes, metaphors, personification, allusions, and hyperbole
14. Identifies and defines specialized and technical words that are used in specific content areas

III. WORD ATTACK SKILLS

A. Phonic Analysis Skills

1. Identifies and uses vowel sounds (long, short and schwa)
2. Writes the appropriate letter in words with a missing consonant sound
3. Says another word that contains the same blend, digraph, or diphthong in the same position as the given word
4. Marks the primary and secondary accents of a given list of words
5. Spells correctly a list of diacritically marked words

B. Structural Analysis Skills

1. Identifies and uses roots, prefixes, and suffixes:
    a. Divides a list of words into prefixes, roots, and suffixes
    b. Defines each word part
    c. Gives the meaning of the combined form
2. Identifies and uses compound words and contractions
    a. Forms compound words from two lists of words and uses them in sentences
    b. Writes the contractions of given words and uses them in sentences
3. Divides multi-syllabic words into syllables using syllabication rules
4. Identifies and uses hyphenated word principles

IV. COMPREHENSION SKILLS

A. Literal Level

1. Underlines and explains the main idea in the topic sentence of a paragraph
2. Matches a given set of main ideas with appropriate paragraphs
3. Analyzes a paragraph and selects the main idea and title from several choices
4. Identifies the main ideas and important details in several paragraphs by underlining, outlining, or using block diagrams
5. Indicates important and minor details in a series of paragraphs by underlining, outlining, or using block diagrams
6. Matches paragraph types (statement of fact, comparison and contrast, conclusion and proof, classification, and time)
7. Follows written directions
8. Describes mental imagery of a poem read and identifies the senses appealed to
9. Identifies and states the author's purpose in a written selection
10. Arranges a list of events in a written selection in chronological or expository order
11. Organizes ideas for remembering
    a. Organizes ideas for immediate aided recall using several written selections and a list of stimulus questions, in one or more of the following ways:

        (1) selection of facts
        (2) underlining facts
        (3) note taking
        (4) diagramming
        (5) summarizing
        (6) outlining
        (7) expression of facts in oral and written form
    b. Organizes ideas for unaided recall of several written selections in one or more of the following ways:
        (1) reviews previous notes, diagrams, outlines, etc.
        (2) expressions of facts in oral and written form

12. Predicts outcome of an excerpt from a selection and explains his reasoning
13. States in sequential order the most important actions of the plot of a short story
14. Associates each of a group of illustrations with corresponding paragraph
15. Identifies key words or ideas of a selection

B. Interpretation Level

1. Perceives and discusses unstated relationships in a selection
2. Identifies cause and effect relationships in a selection by matching each cause statement with its corresponding effect statement
3. Writes a logical conclusion for a passage without an outcome
4. Deduces the main idea or theme when it is not stated
5. Draws various inferences from material read
6. Recognizes denotative and connotative interpretations
7. States the connotative interpretations of a paragraph
8. Recognizes motives, actions, and reactions of a character
9. Analyzes personal qualities and traits of the main character of a selection
10. Distinguishes between fact and opinion by noting the following:
    a. Point of view of selection
    b. Background of author
    c. Known facts related to the topic (utilization of student's experiences)
    d. Designation by reader of fact or opinion
11. Answers questions which compare and contrast the views of authors of parallel subject matter

C. Critical Level

1. Determines valid sources of information for a topic
2. Determines relevant sources of information
3. Determines reliable sources of information for a topic
4. Determines appropriate sources of information for several topics
5. Determines recent sources of information
6. Recognizes the author's purpose
7. Recognizes the author's competence
8. Distinguishes truths from half-truths
9. Distinguishes between fact and fiction
10. Makes inferences

11. Detects propaganda devices:
    a. Name calling
    b. Glittering generalities
    c. Testimonials
    d. Transfer
    e. Plain folks
    f. Card stacking
    g. Band wagon

D. Literary Skills
1. Short stories, novels, biograhies, and autobiographies
    a. Describes a particular character(s)
    b. Recognizes and responds to a description of a setting as it relates to characters and plot
    c. Outlines the development of the plot or the life of the main character
    d. Translates the dialect of a selection
    e. Identifies and interprets a list of statements containing figures of speech
    f. Identifies those personality traits that determine attitudes and actions of characters
    g. Summarizes pertinent information of a selection
2. Drama
    a. Follows the thought throughout the conversation of dramatic selection
    b. Detects the printed format of a play
    c. Distinguishes between the elements of a play and a novel
3. Essay
    a. Detects the author's point of view on a subject
    b. Compares reader's point of view with that of the author
4. Poetry
    a. Recognizes the rhythm and meter
    b. Identifies descriptive portions
    c. Identifies and interprets humorous portions
    d. Detects the format of a sonnet

V. LOCATIONAL AND WORK TYPE READING

A. Study skills
1. Writes the words represented by the letters in the SQ3R formula and briefly defines what activity each word represents
    a. Survey
    b. Question
    c. Read
    d. Recite
    e. Review
2. Reads a given page of directions and follows them
3. Skims and/or scans a given selection for preview or review
4. Skims and/or scans a selection for the main idea, details, and/or key words

5. Locates specific information in a table of contents
6. Locates information through index
7. Locates available materials on a given topic by using the library card catalog
8. Uses the Reader's Guide to Periodical Literature or the Abridged Reader's Guide to locate sources of information for given topics
9. Finds specified facts in an atlas or an almanac
10. Matches the types of information generally included in an appendix to a list of appendices
11. Defines a given list of words by using a glossary
12. Locates specified information on given topics in the encyclopedia
13. a. Uses biographical dictionaries to locate information on specified people
    b. Matches a list of topics to a list of literature reference books
14. Defines a list of words using a standard dictionary
15. Takes notes on a selection read orally.
16. Outlines a given paragraph in topic form
17. Outlines sections of a chapter, using a specified number of levels for the topics within the outline
18. Arranges the main facts of a complete chapter into outline form according to specified criteria
19. Summarizes the content of a factual paragraph
20. Summarizes the main ideas, facts, or concepts from a reading selection
21. Paraphrases the pertinent information on a given topic
22. Reads on a given topic and quotes material where appropriate
23. Reviews a chapter(s) and answers appropriate questions
24. Restates the purpose(s) and the directions in a given assignment and explains the relationship between the two
25. Follows one-step directions
26. Follows steps in sequence
27. Describes the usefulness of pictorial aids pertinent to a given topic
28. Reads and interprets the following:
    a. Graphs
    b. Tables
    c. Charts
    d. Maps
    e. Cartoons
    f. Diagrams
    g. Pictures

B. Research Paper Writing Skills
   1. Writes a research paper that meets the predetermined criteria
   2. Proofreads research paper

VI. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills
  1. Reads orally a given selection with expression and with observation of the punctuation
  2. Reads a given story orally at Independent Reading Level at slightly more than 170 words per minute
  3. Recognizes and pronounces words with speed and accuracy while reading a given selection orally
  4. Groups words into meaningful phrases
  5. Gives an oral interpretation expressing the meanings of the author after reading a given selection
  6. Verifies answers to questions related to a reading selection
  7. Interprets the mood implied in a short reading selection
  8. Interprets personal qualities and traits of a specific character

B. Silent Reading Skills
  1. Adjusts rate of reading to the difficulty of the material
  2. Adjusts rate of reading to reader's purpose
    a. Reads for comprehension (rapid reading)
    b. Reads for fact finding (skimming)
    c. Reads for retention
    d. Reads for analysis and evaluation (intensive reading)
    e. Reads a selection of own choice for enjoyment and prepares an informal presentation
  3. Reads material silently at Independent Reading Level at between 225 w.p.m. and 500 w.p.m. with 90% accuracy of comprehension
  4. Understands and uses the further meaning and importance of eye span, fixation, regression, and reading for ideas with flexibility
    a. Grasping large word groups (span)
    b. Repressing physical movements
      (1) lips
      (2) head
      (3) eyes
        (a) fixation (pause)
        (b) regression (re-reading)
        (c) left to right eye movements
    c. Constant application of time pressure
    d. Computation of effective reading rate
      (1) gross
      (2) per cent of accuracy in comprehension
      (3) formula: effective rate = gross rate x percentage of accuracy
    e. Adaptability of rate to the type of reading material, i.e., science, mathematic problem-solving, poetry, prose, following directions, etc.

SCOPE AND SEQUENCE OF SKILLS

Level 22 (10)

I. CONTINUING ATTENTION TO ABILITIES PREVIOUSLY OUTLINED K-9 GRADES

II. VOCABULARY SKILLS

A. Sight Vocabulary Skills

No new skills introduced at this level

B. Word Meaning and Usage
1. Writes the words or descriptive phrases in a predetermined elegy which evoke emotional moods contingent on contextual clues
2. Writes specific words which depict emotionalism based on his knowledge of word origins
3. Uses dictionary to determine which word from a list of possible mood words best complete a predetermined passage

III. WORD ATTACK SKILLS

A. Phonic Analysis Skills

No new skills introduced at this level

B. Structural Analysis Skills

No new skills introduced at this level

IV. COMPREHENSION SKILLS

A. Literal Level
1. Formulates generalizations from a selection read

B. Interpretation Level
1. Identifies and discusses examples of literary humor or satire fround in a selection
2. Achieves insights
    a. Inferring time, place and mood
    b. Inferring motives of characters and real people
    c. Responding to imagery
    d. Empathizing with characters and real people

C. Critical Level
    1. Identifies implications

D. Literary Skills

No new skills introduced at this level

V. LOCATIONAL AND WORK TYPE READING

A. Study Skills

No new skills introduced at this level

B. Research Paper Writing Skills

No new skills introduced at this level

VI. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills

No new skills introduced at this level

B. Silent Reading Skills

No new skills introduced at this level

SCOPE AND SEQUENCE OF SKILLS

Level 23 (11)

I. CONTINUING ATTENTION TO ABILITIES PREVIOUSLY OUTLINED K-10 GRADES

II. VOCABULARY SKILLS

A. Sight Vocabulary Skills

No new skills are introduced at this level

B. Word Meaning and Usage

1. Indicates the type of meaning change that words have undergone, i.e., amelioration/pejoration; generalization/specialization; euphemism/anti-euphemism

III. WORD ATTACK SKILLS

A. Phonic Analysis Skills

No new skills are introduced at this level

B. Structural Analysis Skills

No new skills are introduced at this level

IV. COMPREHENSION SKILLS

A. Literal Level

1. Detects instances of false reasoning within context of a selection and defends position

B. Interpretation Level

No new skills are introduced at this level

C. Critical Level

1. Recognizes the author's bias
2. Forms judgments without emotional bias
3. Detects fallacies in reasoning
    a. Mistaken causal relationship
    b. Statistical fallacy
    c. False analogy
    d. Stereotyping
    e. Ignoring the question
    f. Begging the question
    g. Hasty generalization

D. Literary Skill

No new skills are introduced at this level

V. LOCATIONAL AND WORK TYPE READING

A. Study Skills
  1. Determines the relationship between paragraphs

B. Research Paper Writing Skills

No new skills are introduced at this level

VI. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills

No new skills are introduced at this level

B. Silent Reading Skills

No new skills are introduced at this level

SCOPE AND SEQUENCE OF SKILLS

Level 24 (12)

I. CONTINUING ATTENTION TO ABILITIES PREVIOUSLY OUTLINED K-11 GRADES

II. VOCABULARY SKILLS

A. Sight Vocabulary Skills

No new skills introduced at this level

B. Word Meaning and Usage

No new skills introduced at this level

III. WORD ATTACK SKILLS

A. Phonic Analysis Skills

No new skills introduced at this level

B. Structural Analysis Skills

No new skills introduced at this level

IV. COMPREHENSION SKILLS

A. Literal Level

No new skills introduced at this level

B. Interpretation Level
1. Draws conclusions from statements of author and/or statements made on the basis of the author's remarks

C. Critical Level

No new skills introduced at this level

D. Literary Skills

No new skills introduced at this level

V. LOCATIONAL AND WORK TYPE READING

A. Study Skills
1. Critiques a given reading assignment

B. Research Paper Writing Skills

No new skills introduced at this level

VI. ORAL AND SILENT READING SKILLS

A. Oral Reading Skills

No new skills introduced at this level

B. Silent Reading Skills
1. Analyzes the ways in which authors gain the attention of the reader
    a. Selection of words
    b. Variety of sentences
    c. Vivid imagery
    d. Importance of symbols
    e. Rhythmic flow of language

APPENDIX B

Glossary

ACRONYMN- words formed by using the first letters or syllables of other words. Example, scuba (self-contained underwater breathing apparatus)

AFFIX- a prefix or suffix

ALLITERATION- repetition of the same first sound or letter in a group of words or a line of poetry.

AMELIORATION- to improve the connotation of a word.

ANTONYM- word that means the opposite of another word.

AUDITORY DISCRIMINATION- the ability to auditorily distinguish slight differences in sound.

AUDITORY MEMORY- the ability to remember a group of sounds and the ability to recall the order in which they occured.

AUDITORY PERCEPTION- ability to receive and understand sounds and their meanings.

BAD NAMES- expressions whose connotations are unpleasant.

BAND WAGON- in today's society, a phrase used in the figurative speech to imply everyone else is doing it, follow the crowd, be with it.

BASIC SIGHT VOCABULARY- a list of 220 words compiled by Dolch, composing over half of all running words a child will encounter in reading to grade 6.

BASIC SIGHT WORDS- a child's stock of words which he recognizes without having to analyze them.

BLEND CONSONANT-two or more consonants appearing together in the same syllable with each letter retaining its sound.

CARD STACKING- presenting only the best of one point of view and the worst of the other point of view.

CAUSE AND EFFECT- the relationship between the cause of an event happening and the results of the event.

CLICHE- time worn expressions, a trite phrase.

CLOSED SYLLABLE- a syllable that ends in a consonant. The vowel in a closed syllable is usually short.

COINED WORDS- any new word or compound created for a purpose.

COMPOUND WORDS- a word structure made up of two or more distinct words.

CONFIGURATION- the general shape and form of a word.

CONSONANT SOUND- a letter representing a speech sound characterized by a closure or very strongly notified narrowing of the mouth or throat, for instance b, t, s.

CONTEXT CLUES- using the sense of the other words or sentences in a selection to identify unknown meanings of unfamiliar words meaning.

CREATIVE READING- reading designed to motivate the production of new ideas or restructuring of old ideas.

DECODING- converting written language into spoken language by stressing the importance of grapheme-phoneme correspondences.

DIAGNOSTIC TEST- a test designed to identify strengths and weaknesses.

DIGRAPHS- two successive letters representing a single sound. (Example, ea in bread, ch in chin.)

DIPHTHONGS- a blend composed of two vowels or semi-vowel combinations. (Example, oy in toy.)

DOLCH LISTS- lists of vocabulary words compiled by E. W. Dolch, considered as a basic sight vocabulary for a certain grade.

ELEGY- a mournful or melancholy poem, a lament for the dead.

EPITAPH- a short statement in memory of a dead person.

EPITHET- a descriptive expression, often used in the place of one's name.

EUPHEMISM- substitution of indirect or mild expression for a harsh or unpleasant one. (Example, "passed away" for "died.")

EXPECTANCY READING LEVEL- another name for reading potential or learning expectancy level.

FABLE- an episode, often having animal characters that teaches a lesson.

FIGURATIVE LANGUAGE- expressions used to convey meaning or heighten effect by comparing, using a flowery style, or descriptive terms.

FLASHBACKS- a technique used by the author to tie present happenings to past incidents, by remembering through day dreams etc.

FREE READING- independent reading for information or pleasure.

GLAD NAMES- expressions with pleasant connotations often called "glittering generalities" or "purr words," for example: All-American, pleasantly plump.

GRAPHEME- written symbols that represent letter sounds.

GUIDE WORDS- words at the top of a reference book page which are a guide to the alphabetical extent of the words on that page.

HACKNEYED EXPRESSION- over used trite expression.

HOMOPHONE- words with the same pronunciation but different origins and meanings.

HYPERBOLE- an exaggerated statement used especially as a figure of speech.

IDIOM- phrase or expression whose meaning cannot be understood from the ordinary meaning of the words in it.

IMAGERY- pictures formed in the mind; use of comparison, descriptions, and figures of speech to help the mind form forceful pictures.

INFORMAL READING TEST- a test which contains nonstandardized procedures for constructing, administering, and scoring. Does not yield a grade placement score, but does identify the four reading levels-independent, instructional, frustrational, expectancy reading level.

INTONATION- expression; stress, pitch, and juncture.

IRONY- deliberate use of language in a sense opposite to that which the words ordinarily have.

JARGON- language of a special group, profession, etc.

LEARNING EXPECTANCY LEVEL(L.E.L.)- the mental age minus 5. (Sometimes called the Reading Potential.)

LIMERICK- a form of humorous nonsense verses composed of five lines.

LINGUISTICS- the study of language.

LISTENING COMPREHENSION- comprehension of material listened to. Measuring listening comprehension is a good way of determining potential reading ability.

LITERAL MEANING- words, phrases, etc. taken in their usual meaning.

LOCK STEP INSTRUCTION- instruction following a pre-conceived pattern, not necessarily fitting any particular child.

MENTAL AGE- the level of mental ability development.

NEOLOGISMS- a new word or expression or a new meaning for an old word.

OPEN SYLLABLE- a syllable that ends in a vowel. The vowel sound is usually long.

PALINDROMES- word, verse or sentence which reads the same backward or forward.

PARAPHRASE- stating the meaning, using other words than the ones given.

PEJORATION- a change in the meaning of a word for the worse.

PHONEME- speech sound.

PHONETIC ANALYSIS- study the make-up of a word using its individual phonemes.

PHONETICS- the science of the sounds of language.

PHONICS- the application of phonetics to reading.

PHONOGRAM- a letter or group of letters forming a speech sound and constituting a word element. (Example, -er, -ed, -ing)

PLAIN FOLKS- the technique of playing down certain high qualities that seem to be beyond the reach of the people one wishes to influence.

PLOT- the series of incidents moving toward a climax with resolutions of the conflicts.

POLYSYLLABIC- having more than one syllable.

POTENTIAL READING ABILITY- the inherent ability a person has to read, if he has the word attack skills to decode the words.

PREFIX- a syllable, syllables, or word put at the beginning of a word to change its meaning.

READABILITY- the total of all factors which make a reading selection comprehensible.

READING LEVELS:

A. Independent Level: the student functions on his own with approximately 99 percent pronunciation accuracy, 95 percent comprehension of meaning and 90 percent interpretation of meaning.

B. Instructional Level: the student can be profitably instructed at this level. He should be able to pronounce 95 percent of the words in the selection and should have the ability to attain a 75 percent level of understanding.

C. Frustration Level: level at which child becomes completely unable to handle reading material and is frustrated in trying to pronounce the words in the selection. Less than 70 to 75 percent of the words are pronounced correctly. He scores below 70 percent in comprehension and 60 percent in interpretations.

D. Reading Potential: $\frac{\text{IQ} + (\text{IQ}-100)\text{X}}{100}$ Grade in School = Reading Potential

REMEDIAL READING- reading designed for children experiencing serious difficulty in learning to read.

ROOT WORDS- a base word to which prefixes and suffixes can be added to form new words. eg. scrib is the root word for prescribe, perscription transcribe.

SARCASM- is the use of language to hurt, wound, or ridicule.

SATIRE- is a combination of irony and sarcasm used to attack vices, ridicule customs, or ideas.

SCANNING- a reading technique used in locating specific information in printed materials without reading the entire page.

SENSORY IMAGES- use of description and figurative language to create images which appeal to the senses.

SETTING- the specific locale of the story action.

SHORT STORY- a brief, fictional narrative in prose. Usually it has only a few characters-sometimes only one-and a minimum of description and plot complication. Often in modern short stories the main point of the story is to reveal some insight into the personality of one of the characters.

SIGHT VOCABULARY- words recognized by the pupil without having to be analyzed.

SKIMMING- a reading technique used to locate cues to information in a paragraph by use of bold face headings, etc.

SLANG EXPRESSIONS, PHRASES, etc.- usually characterized by a special vividness on coloring, not generally used in formal English.

STANDARDIZED TESTS- tests which have been given to a large and representative sampling of the population to which the test will be applied, and it is characterized by the morms which enable comparisons.

STRUCTURAL ANALYSIS- refers to how the word is put together.

SUB-VOCALIZATION- the tendency toward the use of less oral communication.

SUFFIX- affix at the end of a word to change its meaning and/or form.

SYNONYM- word having a meaning that is the same or nearly the same as another word.

TESTIMONIALS- tributes; at their best, affirmations or declarations of gratitude in statements honestly recommending a person, theory or thing. In advertising, a testimonial is often rendered for pay.

TRANSFER- the act of recommending an article by relating it to a highly regarded person, symbol.

VERBALIZATION- the act of putting ideas into words.

VISUAL PERCEPTION- the ability to see a thing and perceive it as it is.

VOCALIZATION- audible whispering while reading.

VOWELS- letters of the alphabet that are not consonants. (a, e, i, o, u)

WORD ATTACK SKILLS- all methods by which the meaning and/or pronunciation of word is obtained.

WORD FAMILY- a letter or group of letters forming a speech sound and constituting a word element, also called phonogram, used when child has difficulty with single letter phonic sounding method.

WRITER'S STYLE- Artistic mixture of idea, vocabulary, syntax, figures of speech and point of view.

APPENDIX C

Composite Word List

PRE PRIMER LEVEL LIST

a
big
jump
make
look
down
the
yellow

one
see
it
go
blue
for
away
come

not
you
two
said
in
is
find
funny

can
me
we
play
up
three
I
and

help
little
here
to
red
my
run
where

PRIMER LEVEL LIST

at
do
into
black
four
so
yes
must
now
was
well

saw
what
be
all
am
ate
like
too
please
under
our

she
will
say
this
did
are
he
eat
get
no
pretty

out
with
who
ran
that
want
good
have
but
brown
came

on
they
new
white
soon
ride
there
went

FIRST GRADE LEVEL LIST

by
live
were
after
when
could
thank
fly
think
to
not
on
your
I
about
my
out
us
or
our
their
boy
here

him
of
any
her
an
how
had
give
the
and
for
can
but
they
if
very
there
no
two
what
she
three
other

know
round
ask
walk
may
stop
as
put
a
we
at
will
be
one
up
all
day
was
man
make
new
down
cat

just
open
going
old
has
take
his
over
is
that
with
are
have
good
do
would
go
come
little
which
said
work
after

again
them
every
once
from
some
let
then
you
in
it
this
he
me
so
been
see
get
like
who
did
before
many

SECOND GRADE LEVEL LIST

its
gave
read
because
write
first
your
goes
right
these
box
could
school
think
ball
color
eat
left
present
more
each
dear
way
near
both

buy
pull
which
best
sing
made
use
both
off
saw
came
book
people
back
morning
away
want
men
next
why
another
ran
too
than
end

green
us
many
call
tell
cold
would
around
wash
home
girl
look
night
big
live
red
year
black
please
under
seem
five
most
open
also

always
sleep
fast
or
those
been
wish
five
why
soon
house
mother
into
where
four
friend
white
may
leave
while
tree
over
sure
must
until

before
very
found
upon
does
sit
their
don't
work
stand
find
run
say
am
last
pretty
play
let
hand
should
name
such
thing
high

THIRD GRADE LEVEL LIST

drink
done
small
laugh
never
light
shall
hurt
warm
thank
fly
green
hat
sing
funny
sister
round
around
might
sat
early
hear
though
took
food

far
seven
if
draw
cut
got
keep
carry
ask
sleep
don't
every
car
sit
yes
happy
dress
close
hard
hope
fat
yesterday
o'clock
pair

grow
pick
kind
six
hot
start
hold
show
yellow
letter
fast
brown
write
dog
ate
once
wash
walk
along
fire
third
eyes
second
now

about
together
bring
ten
eight
today
long
much
goes
jump
does
coat
longer
ride
stop
didn't
always
money
bed
order
same
door
water
keep

better
myself
clean
own
full
only
fall
try
buy
help
face
gave
those
woman
off
set
anything
turn
fine
part
love
clothes
town
head

FOURTH GRADE LEVEL LIST

told
interest
country
winter
tried
time
meet
line
cover
sun
word
pay
half
gone
being
wear
outside
front
young
kill
hour
begin
point
bank
certain
grade
war
train
room
wait
egg
plan
fell
chair
dinner
spell
finish
guess
snow
farm
become
real
itself
wrote
swim
herself
son
dark
move
often

Miss
government
different
table
horse
yet
since
remember
window
life
almost
nothing
fight
hundred
care
Mr.
wind
built
ago
ready
glad
mind
rest
ship
fair
brother
able
cost
flew
teacher
ground
question
hill
watch
hair
beautiful
catch
bridge
whom
cousin
body
speak
nine
happen
felt
idea
bat
themselves
stood
toward

father
feet
bad
story
something
true
number
large
even
street
thought
need
enough
week
answer
side
Mrs.
family
world
stay
follow
pass
sent
business
reason
remain
charge
evening
office
spring
afternoon
fish
wood
alone
service
sick
floor
church
women
bread
chance
already
baby
appear
fourth
drop
fact
whose
himself
wonder

children
garden
across
sometimes
brought
above
state
few
city
party
send
mean
feel
between
course
poor
learn
began
airplane
won't
company
reach
talk
whole
summer
milk
either
note
cow
picture
feed
return
add
low
class
became
stick
lady
among
wrong
act
doctor
minute
heart
I'll
river
sort
study
strong
twenty

land
done
yard
I'm
shoes
still
matter
hit
together
suit
receive
late
during
change
against
lost
held
air
without
paper
believe
month
went
short
fill
several
less
past
visit
bird
boat
sir
ice
arm
quite
cry
great
tomorrow
road
age
die
step
rind
kept
well
smile
king
fear
knew
important

(FOURTH GRADE LEVEL LIST cont.)

demand
enjoy
human
law
result
aunt
possible
perhaps
labor
power

however
rather
court
continue
price
system
supply
produce
public
mark

figure
sound
force
husband
serve
lie
thousand
twelve
consider
president

case
eleven
plant
moment
national
cause
pen
rode
thus
voice

increase
music
suppose
person
wife
marry
condition
uncle
least
whether

FIFTH GRADE LEVEL LIST

abrupt
accent
achievement
admiral
argument
aspen
astound
attach
bluff
bog
border
boundary
burro
cable
calendar
canvas
clam
clasp
clover
cock
corridor
crackle
crag
crest
descendant
disgust
display
ditch
encourage
enforce
error
eventual
fertilizer
fiddle
fir
flee
gear

determination
diagram
dingo
eastern
elbow
elm
emotion
fake
fantastic
farthest
foe
fragrant
frequent
furnish
gap
grief
grope
grumpy
gum
hurtle
hydrogen
ignore
incident
jade
joyous
genius
gleam
glory
gutter
hank
haze
hint
independence
individual
inhabitant
install
labor

keg
kit
loft
loudspeaker
lung
machinery
miracle
mission
modest
moor
obedient
occasional
operation
orphan
physical
pigeon
planting
plead
propose
province
pry
purchase
relieve
reputation
resist
lasso
league
leopard
magnet
maple
mask
meanwhile
motionless
movement
munch
narrator
ouch

restaurant
satin
saucer
schedule
scooter
sire
slash
sleek
slosh
sprout
squash
stallion
stirrup
surf
suspicious
swollen
tatter
topple
towel
trailer
triangle
volume
vow
warehouse
wedge
outsmart
pajamas
parsley
plum
poisonous
porridge
pray
quality
raid
ramp
rascal
revolution

advantage
affect
afterward
alas
attitude
average
baggage
barbershop
brag
breech
brief
brisk
capsule
career
cask
cease
colonist
commander
community
concentrate
crust
curiosity
dam
dazzle
discourage
rib
ridiculous
ripple
scrap
screw
secure
series
snip
social
soggy
sonny
stomp

(FIFTH GRADE LEVEL LIST cont.)

antelope
apologize
appreciate
aquarium
bathtub
beckon
behavior
blacksmith
broadside
budge
bulky
bunkhouse
chalk
characteristic
cheat
chute
conductor
connect
consist
continent
deerskin
defensive
delicate
dense
doom
draft
drear
duke
exhaust
expense
explode
fable
flick
flow
foam
foster
goal
grace
granite
gravy
hoist
horizon
horrify
hulk
insult
intent
interview
item
liar
limb
linger
loan
menu
merit
mid
military
neglect
noble
normal
nuisance
patrol
peach
performance
perplex
preserve
prey
proceed
professional
ray
reckon
regard
relative
rotate
rove
rugged
salary
shack
sheriff
shred
shudder
soul
spaniel
spindle
splendor
stomp
straddle
stricken
stroll
stun
stutter
subway
sunk
teammate
tennis
terrific
theory
thrash
throb
timid
tom-tom
triumphant
twilight
typical
unicorn
utter
vast
vent
victory
wharf
whittle
wistful
woodcutter
wow
wriggle
yank
yonder

SIXTH GRADE LEVEL LIST

absent
accomplish
acknowledge
acrobat
approve
arrival
assembly
athlete
billion
blank
blouse
blush
central
chapter
chat
cicada
comrade
conference
congratulate
consequence
adore
ally
altitude
crimson
crisscross
crude
crush
derby
despise
device
dialect
dwindle
element
embarrassment
emerge
extraordinary
fabulous
fanatical
federal
fulfill
fury
gallery
gannet
ammunition
auditorium
avenue
groove
gunwale
hallway
hare
idle
illuminate
impact
income
jeepers
jolt
jumble
kimono
marvelous
mathematician
mechanism
memorize
muffle
mutton
naval
nephew
awl
bail
breast
outward
panel
papyrus
parch
pistol
plank
pledge
plume
privilege
prod
prominent
prophet
rejoice
religion
reminder
resemblance
sap
scholarship
scrawny
scurry
bronco
bull
butt
slack
slick
slouch
slush
sprint
squid
stag
staunch
sympathy
target
taut
temple
trample
transparent
tread
tribute
vice-president
violence
vital
walnut
civic
cleft
clod

(SIXTH GRADE LEVEL LIST cont.)

cobbler
console
contestant
contraption
convenience
cultivate
curse
cylinder
damage
dignify
disbelief
disdain
distract
enable
endure
environment
essential
fidget
angle
anxiety
apparatus
applause
barb
bass
bazaar
behalf
campaign
capacity
caribou
catsup
colonel
commercial
comparative
complaint
couch
counter
tournament

filth
fleece
fluid
gauge
geological
glade
gloat
haunch
heed
herald
hesitation
indignation
infection
injury
insignificant
ladle
latter
layer
cower
create
daunt
decrease
deliberate
denounce
division
dome
downward
duckling
evidence
examination
exhibit
expectant
forbidden
forlorn
founder
frenzy
usable

liable
meter
midstream
miniature
miser
nickname
notify
numb
observation
passion
pavement
penetrate
periscope
political
poplar
porpoise
possess
puma
goddess
gossip
graduation
greyhound
hobble
horizontal
hub
hurl
insulate
interfere
invasion
isolate
lioness
luxury
majestic
manual
missionary
molasses
value

quail
quest
ramble
response
retort
revolve
riot
seethe
sentry
shaggy
shield
snare
snore
snuggle
solar
stocking
stow
submerge
monk
motive
octopus
ooze
orbital
ostrich
perspiration
pheasant
pickup
pill
pout
precaution
presence
priest
react
redcoat
reflect
regret
vary

sufficient
testimony
thong
thrift
thunderbolt
tuft
tutor
undergrowth
unique
wary
weasel
wig
wisp
woolen
wry
yoke
zoom
rot
ruby
rumple
rut
shod
shrub
silhouette
sizzle
sour
specialist
spectator
spiritual
summit
superstition
survey
swerve
tobacco
tone
torrent
version

SEVENTH GRADE LEVEL LIST

abdomen
abroad
abrupt
absolute
accuracy
ace
acknowledge
acknowledgment
actual
acute

adhesive
adjoining
administration
admittance
advancement
aerial
aeronautics
affectionate
afloat
aged

agile
agony
ajar
algebra
alias
alibi
alliance
alloy
almanac
alteration

alto
ambitious
ambush
amend
amendment
ammonia
amusement
anguish
anniversary
annoyance

antler
apology
apparatus
appendicitis
appendix
approximate
approximately
apt
arc
archery

(SEVENTH GRADE LEVEL LIST cont.)

armory
arsenal
artillery
asbestos
assassinate
assault
assembly
associate
assortment
assurance
astronomy
asylum
atlas
attraction
await
awning
bachelor
baffle
bail
balk
ballad
ballet
balm
ban
banish
baptize
barbecue
barometer
barrier
bashful
basic
basis
bask
batch
beau
becalm
begrudge
belfry
belittle
beseech
biography
blackmail
bleak
blindfold
bliss
blockade
blunt
bombard
bonus
boomerang
boulevard
bracket
brew
bribe
bristle
brittle
broth
brutal
brute
buffet
bungalow
bunt
burial
burlap
burr
buzzard
caddie
calculate
campus
cancel
cancer
cannibal
cantaloupe
canteen
carcass
carload
carnation
cartridge
cashier
cavern
cavity
chairman
changeable
chapel
chariot
chasm
chauffeur
chef
cherish
chess
chivalry
cinnamon
circulate
circumference
circumstances
civic
civics
clan
clause
climax
clot
coffin
cog
collapse
colossal
comedy
comet
commerce
commit
commotion
compartment
compel
compete
competition
complexion
complicate
compromise
conceit
conceive
confront
considerate
consume
consumer
contagious
continuous
contrast
convey
conveyor
conviction
coop
cooperative
cordial
corpse
correspondence
coupe
cram
crease
creative
creed
crevice
crimson
critic
criticism
croquet
crusade
cue
cultural
culture
curio
dealer
dealt
debtor
decoy
defiance
define
defrost
demerit
Democrat
depart
dependent
deputy
derby
descent
desirable
desolate
despise
despite
destiny
detect
development
devise
dialogue
diaper
digest
digestion
dimple
director
directory
disable
disagree
disagreeable
disarm
discard
discount
dishonest
disinfectant
disobey
disorder
disown
displease
distinction
divine
domestic
donate
donation
donor
dormitory
doubtful
drama
dramatic
drapery
dual
dwell
ebony
effective
efficient
elevate
elope
embarrassment
emphasize
enforce
engrave
enlarge
enlist
enroll
enthusiastic
entitle
environment
era
erupt
eternal
eternity
exaggerate
exceed
exception
excursion
executive
exhale
exile
expectant
expel
exposure
fabric
factor
fad
falsehood
falter
famine
fantastic
fathom
favorable
fearless
fee
feminine
ferpcious
feud
fickle
fiction
fiend
filter

(SEVENTH GRADE LEVEL LIST cont.)

filth
flask
flatter
flaw
flimsy
flirt
florist
focus
foil
folder
foliage
formerly
formula
fracture
fragile
fragment
frank
frankfurter
freak
freshman
frigid
fumes
fund
fundamental
gallows
gamble
gangster
gargle
gauge
gaunt
generator
geological
geologist
geology
geyser
glint
gloat
gong
gorilla
graph
groove
gross
grudge
guarantee
guardian
hardy
harmony
haste
hatred
hearse

heave
heifer
heir
heiress
hemisphere
hermit
hiccup
hobo
holdup
horizontal
hostile
hub
humane
humanity
humid
humidity
hydrant
hypnotize
illustrate
imprison
improvise
incomplete
incredible
indigestion
industrious
infect
inferior
infinite
influential
influenza
informal
ingredient
initiate
initiation
injection
inscription
institution
instructor
insurance
insure
intellectual
intensive
intention
intermediate
investigation
irregular
isle
isolate
jazz
jeer

jetty
jilt
jubilant
khaki
kidnap
kiln
kin
kink
knapsack
knead
knuckle
laborer
lacquer
laden
landscape
lapel
latter
lavender
legible
levee
liable
lieutenant
limber
linger
linoleum
liquor
lisp
lobby
lobster
longitude
loot
lubricate
lullaby
lure
lye
mahogany
mallet
mammal
mangle
maniac
margin
marshal
masculine
massive
matinee
melancholy
menu
merchandise
mercury
mere

merit
mesh
meteorite
microscope
microscopic
midget
mileage
millionaire
mimic
mingle
minnow
minority
miraculous
mirage
mirth
misery
mistletoe
misty
misunderstand
mobile
moferate
modify
monarch
monopoly
monotonous
mosaic
municipal
mural
muscular
mutiny
narrative
nasal
nausea
neon
neutral
nipple
noose
notable
novel
novelty
nude
nun
objective
obligation
obstacle
omen
opponent
option
orchid
organization

ornamental
outlet
overcome
overdue
oversight
ownership
pamphlet
paralyze
parch
parchment
pare
parole
parital
participate
particle
passion
pastor
pastry
patent
payment
pendulum
penetrate
peninsula
penitentiary
pension
periscope
perishable
perpetual
persecute
persist
petal
phase
phenomenon
philanthropist
picturesque
pitiful
plague
plaque
platinum
plywood
poise
policy
poll
pose
postpone
pout
prank
precede
precision
predict

(SEVENTH GRADE LEVEL LIST cont.)

preferable
preference
prejudice
premium
preside
prestige
primitive
probable
progressive
prohibit
prominent
prong
propel
proposal
proposition
proprietor
prospector
province
provision
pry
psalm
publication
publicity
punctual
punctuate
punctuation
puncture
pursue
pursuit
putty
pyramid
qualification
quartet
quench
quest
radiant
radius
rafter
rash
rave
rayon
razor
realm
rebellion
rebuild
recall
reception
recital
recitation
recognition

recollection
rectangle
reek
refund
regain
regulator
reign
reject
relent
reliable
reluctant
remainder
remembrance
remnant
render
renew
rental
representation
Republican
reside
residence
resident
residential
respiration
restless
reveal
riot
rivalry
rivet
roach
robot
rodent
role
romance
roommate
roost
rotate
rotation
routine
saliva
salvage
sane
sanitarium
sanitary
sardine
satchel
satisfactory
scald
scaly
scenic

scoff
scour
sculptor
sculpture
scum
secrecy
sedan
sentiment
sentimental
serial
serum
sewer
sex
sheath
shrewd
shrine
shrivel
shroud
siege
sift
sire
slime
slogan
slum
smoulder
smudge
snob
solitary
sovereign
spectacular
spectator
speculate
speedometer
sphere
spire
splint
spry
squad
stadium
staple
starvation
statesman
steeple
stenographer
sterilize
stifle
strangle
stucco
subdue
subscribe

subscription
suburb
succession
suck
sue
suicide
suite
suitor
sulk
sullen
supervise
supervisor
surge
survive
suspenders
suspicion
sustain
swoon
symphony
symptom
synagogue
tallow
talon
tapestry
tariff
tattoo
tedious
tempest
temptation
tenor
terminal
testify
testimony
tether
thigh
thresh
tongs
tonic
torrent
tract
tradition
tragic
trait
transom
treacherous
trio
triple
trophy
trowel
truce

tuberculosis
turbulent
turnpike
turpentine
turret
typhoon
unique
unite
unruly
upheld
uranium
urn
utilize
utmost
utter
valiant
vary
vat
venison
venom
vent
version
veteran
via
victorious
vigorous
vile
villain
violence
violent
vise
vital
vitamin
vocabulary
vomit
vulcanize
vulgar
warden
warp
warrant
wary
waver
wed
weld
welfare
welt
whim
wilt
wretched

EIGHTH GRADE LEVEL LIST

abbreviate
abbreviation
abnormal
abode
abolish
academic
accelerate
acceptance
access
accessible
accessory
acclaim
accommodate
accommodation
accumulate
acquit
acreage
actuate
adequate
adjacent
adjourn
admirable
adolescent
adorn
adrift
advisable
adviser
advocate
affirm
affirmative
aggravate
aghast
aide
ailment
alcoholic
allay
aloof
ambassador
amiable
amid
amphibious
ample
analyze
anatomy
anesthesia
anesthetic
annex
anthem
anticipate
antidote
antiseptic
apparel
appease
appliance
applicant
application
ardent
aristocrat
armament
array
arson
artery
aspect
assert
atone
attachment
attentive
attorney
authentic
authorize
auxiliary
ballast
bandana
bankrupt
barbarian
barnacle
barricade
battalion
beneficial
besiege
beverage
bias
bide
binoculars
blare
blemish
blight
bloated
blotter
boarder
bondage
boon
boredom
borne
bout
bravery
brawl
brawn
breach
breadth
bred
brigade
brink
broker
browse
brunt
budget
buoyancy
cache
calamity
calorie
camouflage
capsize
carburetor
careen
caress
cascade
casserole
casualty
catapult
cavalry
censor
census
certify
chaplain
char
charter
chassis
chime
choral
chowder
chromium
circuit
cistern
civilian
clamor
clarify
classic
classification
classify
cleanse
clearance
clergy
client
clinic
clog
clutter
coincidence
collide
collision
columnist
coma
comedian
communism
competent
comprehend
computer
conditional
confederate
confer
confetti
confidential
confirm
conform
consequence
consequently
consistent
consolation
console
conspicuous
conspiracy
constable
consul
contaminate
contempt
contradict
controversy
convert
convict
convoy
cope
copyright
corporal
corporation
corrode
corrupt
counterfeit
courtship
coy
cruelty
culprit
cumbersome
curdle
curfew
currency
curry
custody
cutlery
debris
decade
deceit
deception
decipher
decompose
deduct
defect
defective
defendant
deflate
deflect
deformity
delicatessen
delirious
deluge
demolish
denial
denim
dental
deport
depress
depression
deprive
derive
detain
detest
devout
dictate
dictator
dilute
dimension
diminish
din
dingy
diploma
diplomat
dirigible
discharge
discipline
discriminate
dishonor
disinherit
dislocate
dislodge
dispatch
dispense
displace
disprove
disregard
disrespect
dissatisfied

(EIGTH GRADE LEVEL LIST cont.)

distort
distribution
dividend
divorce
doctrine
dominate
doubtless
douse
drab
drastic
dredge
drunkard
duplicate
duration
earshot
eaves
eclipse
economical
economy
edible
edit
editorial
efficiency
eject
elapse
elated
electrocute
eligible
eliminate
elude
emancipation
embargo
embassy
embrace
emerald
emigrant
emigrate
emotion
emphasis
enact
encircle
enclosure
encompass
encounter
endanger
endeavor
endorse
endow
energetic
enfold
enrich
enrollment
entangle
envelop
envious
epidemic
episode
equality
escalator
etiquette
evacuate
evade
evasive
excel
excess
exclamation
exclude
exclusive
exempt
expectation
exposition
exquisite
extension
exterior
external
extinct
extinguish
extract
extraordinary
facial
facilities
facility
faculty
fanatic
fantasy
faulty
fiancé
fiancée
fidget
finance
financial
fixture
flannel
flexible
flinch
floral
flounder
flue
flourescent
fluster
fondle
fore
foremost
forestry
foretell
forgery
fortify
fortitude
fossil
foyer
fraud
frenzy
frill
frolic
fugitive
function
furlough
fuselage
gadget
gait
galvanized
garlic
gaudy
genial
geometry
gill
gift
girder
gospel
graft
grotto
guttural
habitation
haggard
haphazard
haughty
haven
hazard
hectic
hence
hereditary
heredity
heroic
hilarious
hilt
hindrance
hoard
homicide
honorary
horde
horsepower
hospitable
hostage
hurtle
identical
identification
identify
ignite
illegal
illuminate
immerse
immigration
immortal
immortality
immune
impact
impair
impart
imperfect
implement
implore
impressive
imprint
improper
impurity
inability
inaugurate
incapable
incense
incentive
incompetent
inconvenience
indefinite
indifferent
indulge
infantile
inflammable
inflate
inflict
infuriate
inhale
inlaid
inmate
inoculate
inquiry
insolent
inspiration
installation
installment
instill
insulation
integrate
intercept
intermission
internal
intersection
intimate
intoxicate
intricate
intrigue
intrude
invasion
inventory
invert
invest
investment
irk
irritate
jaunt
jovial
juror
justify
juvenile
lapse
lavatory
laxative
leaflet
lease
lecturer
ledger
lessen
liberal
liberate
lilt
literary
livelihood
livid
loathe
locality
logic
logical
lotion
lottery
lounge
lubricant
lunatic
lynch
lyrics
macadam
maestro

(EIGTH GRADE LEVEL LIST cont.)

maim
maintenance
makeshift
maneuver
maroon
martyr
mason
masquerade
massacre
massage
masterpiece
matrimony
matron
maximum
maze
meager
memorandum
merge
midday
milestone
militia
minimum
miscellaneous
mishap
misjudge
mislead
misplace
mobilize
mode
molar
molecular
molecule
molest
molten
monarchy
monastery
morale
morality
morgue
morsel
mortar
mortgage
motive
multiple
multitude
munitions
musty
mutilate
mystify
mythology
naturalize
negative
nomad
nominate
nomination
nominee
noticeable
notorious
nourish
nymph
oblong
observatory
obstruct
occupant
occurrence
offensive
ointment
omit
omitted
oppress
oppression
optical
orator
ordeal
outcast
outgrowth
outskirts
overcast
overhaul
overlap
overlay
pacify
pact
pagan
pamper
pantomime
paralysis
parish
partition
passport
pastel
pasteurize
pathetic
pauper
pawn
pedestal
pedestrian
pedigree
penalize
penalty
penthouse
perfection
perforate
perimeter
periodical
perpendicular
persistence
pertain
perturb
petition
petty
pharmacy
photostat
physicist
physics
piety
pious
pitfall
pivot
placard
plaid
plasma
plight
plumage
ply
pneumonia
poach
politician
pollen
pollute
portrait
portray
possibility
posterity
postscript
potential
potion
precipice
precipitation
precise
predicament
prefabricated
prepaid
prescribe
prescription
pretense
preview
prim
prior
privacy
probability
probe
procedure
proclamation
profile
profound
projector
prolong
prone
propaganda
prophecy
prophet
propulsion
prosecute
prosper
prosperity
prosperous
protrude
proverb
provisional
provoke
pulpit
purity
pygmy
quake
questionnaire
quizzical
quota
quote
racial
radium
rant
rarity
ratio
reaction
readiness
reality
recede
receptacle
recline
recoil
recommendation
recorder
recovery
recruit
recur
reduction
reflex
refrain
refresh
registration
regrettable
rehearsal
reinforce
relapse
reliance
relic
relish
remit
remorse
removal
renegade
renewal
renounce
repeal
repel
repent
repertory
repetition
reproduction
requirement
requisition
resource
resourceful
respectable
restrain
restraint
restrict
resume
retail
retain
revelation
revenue
reverence
reverend
revise
revision
rheumatism
rout
rustic
ruthless
Sabbath
saga
salve
sanctuary
sanitation
scaffold
scandal
scorch
scoundrel

(EIGTH GRADE LEVEL LIST cont.)

scripture
sect
security
sensitive
sentinel
sequence
serenade
shirk
shortage
shun
sieve
signify
singe
singular
sinister
siphon
skyscraper
slander
sophomore
soprano
sparse
specific
specification

specify
spiritual
splice
sponsor
stamina
stanza
static
steadfast
stench
sterling
stratosphere
strenuous
strive
subordinate
substantial
subtle
suffocate
sultry
summary
superb
surgeon
surgery
surplus

survival
survivor
swerve
swindle
swivel
synopsis
systematic
taboo
tact
tarnish
taunt
temperate
temporary
tendency
tenement
testament
torrid
tragedy
transform
transit
transmission
transmit
transplant

tremor
trend
trump
tuition
unanimous
unison
universal
upholster
uproar
vacancy
valet
valor
variation
varsity
velocity
veneer
vengeance
ventilate
veranda
verdict
verge
versus
veto

vineyard
violate
virgin
virtue
visor
vocal
vocation
void
vouch
wholly
wield
wily
writhe
yearn
zeal
zest

APPENDIX D

GENERALIZATIONS

Guidelines for Teaching Phonics

1. Start teaching phonics after students have acquired a small sight vocabulary.
2. Sight vocabulary must be continously increased because many English words defy phonetic analysis.
3. Make sure students can make the speech sounds.
4. Make sure students can hear the difference between sounds.
5. Do not over drill phonics so that students become bored and develop a dislike for reading.
6. The majority of English words are phonetic. Consequently they can be analyzed in accordance with specific principles.
7. Students should be aware of the relationships between letters and sounds.
8. Students should be aware of the basic classifications of the alphabet as vowels and consonants.
9. Students should be aware that a vowel or a consonant may represent different sounds.
10. Students should be aware that some vowels and consonants may be silent and not be sounded in a word.
11. Students should be aware that some combinations of vowels and consonants produce unique sounds.
12. Capitalize on the student's observation of irregularites in pronunciation to build student interest in word analysis.
13. Skill in word analysis should develop to such an extent that the student's attention is focused upon meaning.
14. Games, exercises and other activities involving phonetic analysis should be used as much as possible to promote independence in reading.
15. All students do not learn equally well by the phonics method.

16. A variety of presentation insures greater success in teaching phonics.

17. Phonics is just one of several aspects of teaching word recognition.

Phonic Generalizations

1. C followed by e, i, or y has soft sound; otherwise c is hard. Examples: certain, city, cycle; attic, cat, clip; success.

2. G followed by e, i, or y sounds soft; otherwise g is hard. Examples: gell, agile, gypsy; gone, flag, grape; suggest.

3. Ch is usually pronounced as it is in kitchen, not like sh in machine.

4. When a word ends in ck, it has the same last sound as in look.

5. When ght is seen in a word, gh is silent. Examples: thought, night, right.

6. When two of the same consonants are side-by-side, only one is heard. Examples: dollar, paddle.

7. The first letter in wr, kn, and gn is silent. Examples: write, knew, gnaw.

8. Some words have a blend of two or more consonants each of which retains its own sound. Examples: blood, stomach, gland, pronounce, trade, draft, straw.

9. In words that contain two consonants together such as sh, *wh, th, ch, the consonant letters (digraphs) produce a single and new sound. Examples: ship, wheat, this, third, change, chorus, chef. *The w is silent when followed by o; Example: who.

10. If the only vowel letter is at the end of a word, the letter usually stands for a long sound (one syllable words only). Examples: be, he, she, go.

11. When consonant plus y are the final letters in a one syllable word, the y has a long i sound; in a polysyllabic word the y has a short i (long e) sound. Examples: my, by, cry; baby, dignity.

12. When o is follwed by ld the vowel usually represents its long sound. Example: gold.

13. Each vowel letter may represent the soft schwa sound often heard in the unaccented syllable. Examples: respiration, corolla, ventral.

14. The r gives the preceding vowel a sound that is neither long nor short. Examples: car, care, far, fair, fare (single or double vowels).

15. A vowel followed by l is sometimes neither long nor short. Its sound is influenced by the l. Example: always.

16. A y which is not preceded by a vowel has the long i sound. Example: type.

17. When a word ends in vowel-consonant-e the e is silent, and the vowel is usually long; but may be long or short. Examples: cape, mile, contribute, accumulate, exile, line, have, prove, encourage, ultimate, armistice, come, intensive, futile, passage.

18. When the following double vowel combinations are seen together, the first is usually long and the second is silent: ai, ay, ea, ee, oa, ow (ea may also have a short e sound and ow may have an ou sound). Examples: main, pay; eat, bread; see; oak; sparrow, how.

19. The following double vowel combinations (digraphs) usually have a unique sound: au, aw, ew, eu, *ou, *ow, *oi, *oy, oo (oo has two common sounds.) Examples: auto, awful, house, coin, boy, book, rooster, flower, pasteurize, sewerage. *oi, oy, ou, ow are sometimes called diphthongs.

20. When io and ia follow c, t, or s, they help to make a consonant sound. Examples: vicious, partial, musician, vision, attention (even ocean).

Structural Analysis Generalizations

Syllabication-determination of a syllable: Every single vowel or vowel combination means a syllable (except a final e in a vowel-consonant-e ending).

1. Divide between a prefix and a root.

2. Divide between two roots.

3. Usually divide between a root and a suffix.

4. The suffix ed usually forms a separate syllable when it is preceded by t or d. When the ed forms a separate syllable, the final d represents the sound associated with the key symbol d. Examples: skated, wanted, needed, folded.

5. When the ed does not form a separate syllable, the final d represents the sound associated with the key symbol d if a voiced consonant precedes the ed or the sound associated with the key symbol t if a voiceless consonant precedes the ed. Examples: stabbed, hoped.

6. When two vowel sounds are separated by two consonants, divide between the consonants but consider wh, ch sh, ph, and th to be single consonants. Examples: as-sist, con-vey, Bun-ny, Hous-ton, rus-tic

7. When two vowel sounds are separated by one consonant, divide either before or after the consonant. Try dividing before the consonant first. (Consider sh, ch, ph, wh, and th to be single consonants.) Examples: a-lone, se-lect, a-shamed, Ja-pan, so-ber, com-et, hon-est, ev-er, id-i-ot, mod-est, ag-ile, gen-er-al.

8. When a word ends in a consonant-l-e divide before the consonant. Examples: bat-tle, tre-ble, tan-gi-ble kin-dle.

9. Consonant blends are not divided.

10. Divide between words that form a compound word.

Accent

1. In most two or three syllabe words, the first syllable [illegible]nted.

   a. And, when there are two like consonant letters within a word the syllable before the double consonant is usually accented, Examples: be-gin´-ner, let´-ter.

   b. But, two vowel letters together in the last syllable of a word may be a clue to an accented final syllable. Examples: con-ceal´, con-tain´.

2. In inflected or derived forms of words, the primary accent usually falls on or within the root word. Examples: box´-es, un-tie´. (Therefore, if a, in, re, ex, de, or be is the the first syllable in a word; it is usually unaccented.)

3. Words ending with the suffix sion or tion are usually accented on the syllable preceding the suffix. Examples: in-fec´-tion, plan-ta´-tion, di-men-sion.

4. Some words are accented differently in accordance to their function in a sentence. Examples: con´-tract (noun), con-tract´ (verb); rec´-ord (noun), re-cord´ (verb).

5. When the last syllable of a word ends in le, the syllable is usually unaccented. Examples: tum´-ble, ma´-ple, ta´-ble.

6. The last syllable of verbs that begin with a prefix is often accented. Example: re-view´.

7. The last syllable in a root word is accented when double consonants precede the suffix. Example: up-set´-ting.

Adding Inflectional Endings

1. When the root word ends in a final e, the e is usually dropped before an ending that begins with a vowel as in the case of induce-induced (ed added), receive-received. However, when the root words end in ce or ge the e is retained when the ending begins with a or o, as in the case of change-changeable, trace-traceable.

2. If a syllable or root word ends in a single consonant preceded by a vowel, the consonant is usually doubled when an ending is added. Example: hop-hopped-hopping; tap-tapped-tapping.

3. Words ending in _f_ or _fe_ usually form their plurals by changing the _f_ to _v_ and adding the plural ending as in the case of _wife-wives_.

4. When a word ends with _y_ preceded by a consonant, the _y_ is usually changed to an _i_ before an ending is added in such cases as _jelly-jellies_, _penny-pennies_.

APPENDIX E

AN ALPHABETICAL LIST OF TESTS USED IN READING DIAGNOSIS

1. Bender Visual Motor Gestalt Test. A clinical test of ability to copy visual designs.
   Psychological

2. Botel Reading Inventory. Grades 1-12. A group of tests for determining reading instructional levels. Includes tests of phonics, word recognition, word opposites reading, and word opposites listening; mainly group-administered.
   Follett

3. Classroom Reading Inventory, 2nd Edition. Grades 2-10. Individually administered test, scored like an informal reading inventory. Consists of: graded word list, graded oral paragraphs, and graded spelling list. Wm. C. Brown

4. Detroit Tests of Learning Aptitude. Ages 3 to adult. An individual intelligence test battery containing nineteen subtests, each with separate mental age norms, allowing a flexible choice of tests for diagnostic purposes. Bobbs

5. Dolch Basic Sight Word Test. The 220 words of the Dolch Basic Sight Words List arranged on one sheet of paper for testing. Garrard

6. Doren Diagnostic Reading Test, 1973 Edition. Grades 2-8. A group test for detailed testing of word-attack skills. Beginning sounds, sight words, rhyming, whole-word recognition, words within words, speech consonants, blending, vowels, ending sounds, discriminate guessing, letter recognition, and spelling. American Guidance

7. Durrell Analysis of Reading Difficulty: New Edition. Grades 1-6. A battery of diagnostic tests for intensive analysis of reading difficulties. Includes a set of reading paragraphs, a cardboard tachistoscope, word lists, and a record blank. Provides tests of oral and silent reading, listening comprehension, word analysis, phonics, faulty pronunciation, writing, and spelling.
   Harcourt

8. The Emergency Reading Teacher's Manual. A short manual on how to teach reading. Fry

9. Frostig Developmental Test of Visual Perception. Ages 4-9. Includes group tests of five aspects of visual perception. Follett

10. Gallistel-Ellis Linguistic Reading and Spelling Test. A test for knowledge of letter sounds and ability to "blend" sounds in reading and spelling. Individually administered.

11. Gates-McKillop Reading Diagnostic Test. Battery of tests for individual diagnosis of disabled readers from nonreader up. Paragraphs for oral reading; word perception, flashed and untimed; phrase perception; syllabication, letter names and sounds, visual and auditory blending, spelling. Forms 1, 2. Teachers

12. Gilmore Oral Reading Test, New Edition. Grades 1-8. An individual test of oral reading. Ten reading paragraphs of increasing difficulty, separate record booklet; scored for accuracy, comprehension, and rate. Forms, C, D. Older forms A, B also available. Harcourt

13. Goodenough-Harris Drawing Test. Ages 3-15. Provides an objective method for scoring children's drawings of the human figure as a measure of non-verbal intelligence. Harcourt

14. Goodlite Reading Card for Adults and Children. A card for testing eyes from a distance of 14 inches. The left half has the Snellen words, the right half has first grade words in a point system. Goodlite

15. Gray Oral Reading Tests. Grades 1-12. An individually administered oral reading test with thirteen graded reading passages in each form, separate record booklets; accuracy and rate combined in a composite score. Separate norms for boys and girls. A, B, C, D. Bobbs

16. Harris Tests of Lateral Dominance, Third Edition. Ages 6 to adult. A set of brief tests of hand, eye, and foot dominance. Psychological

17. Henmon-Nelson Tests of Mental Ability, 1973 Revision. Levels for grades 3-6, 6-9, 9-12. A self-marking group intelligence test that requires reading. Houghton

18. Illinois Tests of Psycholinguistic Abilities, Revised Edition. Ages 2-10. Twelve individually administered subtests measuring abilities basic in communication. Illinois

19. Keystone Vision Screening Test Set. Grade 1 and up. Includes a Telebinocular (stereoscopic instrument) and fifteen stereographs providing measures of near and far acuity, muscle balance, depth perception, and fusion; also color vision. Shorter screening tests also available. Keystone

20. Mills Learning Methods Test, Revised Edition. A series of teaching lessons (visual, phonic, kinesthetic, and combination) with testing to determine immediate and delayed learning and the possible appropriateness of the various methods for the learner. Individually administered. Mills

21. Nelson-Denny Reading Test, 1973 Edition. Grades 9-12, college, adult. Vocabulary and comprehension; also rate. Forms C, D. Houghton

22. New Developmental Reading Tests.
Lower Primary, grades 1-2.5; Upper Primary, grades 2.5-3.9. Word recognition, comprehending significant ideas, and comprehending specific instructions. Forms L-1, L-2 (Lower Primary); U-1,

U-2 (Upper Primary). Intermediate, grades 4-6. Reading vocabulary, reading for information, for relationships, for interpretation. Forms A, B. Lyons

23. *Peabody Individual Achievement Test (PIAT)*. An individually administered wide range screening test for kindergarten through high school. Contains subtests on word recognition and reading comprehension (sentences). American Guidance

24. *Peabody Picture Vocabulary Test*. Ages 2-18. An individually administered test of verbal intelligence. American Guidance

25. *Phonics Criterion Test*. Survey test of 99 different letter-sound relationships. Individually administered; uses nonsense words. Dreier

26. *Purdue Perceptual-Motor Survey*. Ages 6-10. A series of tests for motor control and flexibility, visual-motor co-ordination, laterality, and directionality. Merrill

27. *Roswell-Chall Auditory Blending Test*. A brief test of ability to hear the sounds of a word pronounced separately and recognize and say the word. Essay

28. *Roswell-Chall Diagnostic Reading Test*. A short series of tests for analyzing phonic knowledge and skills. Essay

29. *Slosson Intelligence Test (SIT)*. Ages 4 up. Brief individually administered verbal intelligence tests. Correlates highly with longer tests. Slosson

30. *Slosson Oral Reading Test (SORT)*. Grades 1-12. Very brief individually administered test of word recognition for words presented in isolation. Slosson

31. *Stanford-Binet Intelligence Scale, 1972 Norms Edition*. Ages 2 to adult. Individual test of general intelligence, for use by trained psychologists. Form L-M. Houghton

32. *Sucher-Allred Reading Placement Inventory*. An oral reading test which enables you to identify a student's independent, instructional, and frustrational reading levels *and* identify the common word-recognition and comprehension errors made by a student in oral reading. Economy Co.

33. *Stanford Reading Tests, 1973 Revision*.
    Primary I, grades 1.5-2.4; Primary II, grades 2.5-5.4; Primary III, grades 3.5-4.4; Intermediate I, grades 4.5-5.4; Intermediate II, grades 5.5-6.9. Vocabulary, reading comprehension and word-study skills. Also listening-comprehension subtest.
    Advanced, grades 7-9.5. Vocabulary and reading comprehension. Forms A, B, each level. Harcourt

34. *Titmus Vision Tester*. The test results show accurately *how well* eyes perform but do not show the causes of low or unsatisfactory scores. Titmus

35. *Wechsler Adult Intelligence Scale*. Ages 16 to adult. An individual intelligence scale for use only by trained psychologists. Provides verbal, performance, and full-scale IQ's. Psychological

36. *Wechsler Intelligence Scale for Children (WISC)*. Ages 5-15. An individual intelligence scale for use only by trained psychologist. Gives verbal, performance, and full-scale IQ's. Psychological

37. *Wechsler Intelligence Scale for Children-Revised (WISC-R)*. Ages 6-16. 1974 revision of the WISC. Psychological

38. *Wepman Auditory Discrimination Test, 1973 Revision*. Ages 5-8. Tests ability to distinguish whether two spoken words are the same or slightly different. Scoring now based on correct responses. Forms IA, IIA. Language

39. *Wide Range Achievement Test, Revised Edition (1965)*. Ages 5 to adult. An individual test of word recognition, spelling, and arithmetic computation. Psychological

40. *Woodcock Reading Mastery Tests*. Kindergarten through grade 12. A battery of five individually administered tests: letter identification, word identification, word attack, word comprehension, and passage comprehension (sentences only). Forms A & B. American Guidance

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